



**IMPROVING THE STUDENTS' READING COMPREHENSION
THROUGH GIST STRATEGY AT EIGHTH GRADE OF MTS. AL-
JAM'İYATUL WASHLIYAH TEMBUNG**

A SKRIPSI

Submitted to the Faculty of Tarbiyah and Teachers Training, State Islamic
University of North Sumatera Medan as a Partial Fulfillment of the
Requirements for Sarjana Pendidikan

ARRANGED BY:

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FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
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Assalamualaikum Wr. Wb.


Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n. **Zumrotus Sa'adah Albantany** yang berjudul:

"IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH GIST STRATEGY AT EIGHTH GRADE OF MTS. AL-JAM'İYATUL WASHLIYAH TEMBUNG",

maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.


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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, Juni 2018

Yang Membuat Pernyataan



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ABSTRACT

SA'ADAH ALBANTANY, ZUMROTUS. 2018. IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH GIST STRATEGY AT EIGHTH GRADE OF MTS. AL-JAM'IYATUL WASHLIYAH TEMBUNG. STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA.

This research aims at finding out the improvement of the students' reading comprehension through gist strategy. The subject of this research is eighth graders of MTs. Al-Jam'iyatul Washliyah Tembung. It consists of 43 students as informants. This research uses a classroom action research. Two kinds of data are collected: quantitative and qualitative data. The quantitative data is gathered by using a reading comprehension test. And qualitative data is collected by using observation, interview, and photograph. The quantitative data is analyzed by using t-test, while the qualitative data is analyzed by using Miles and Huberman technique: data reduction, data display, conclusion drawing and verification. The trustworthiness of the study is established through triangulation. The results of this research shows that: The Students' Reading Comprehension Can be Improved through Gist Strategy.

Key word: Reading Comprehension and Gist Strategy

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The writer would be pleasure to accept some critics and corrections to this thesis because the writer reazlide that it is not perfect. Hopefull this thesis useful for those who read and experiences in the field of education.

Medan, of June 2018

Zumrotus Sa'adah Albantany

34. 14.3.066

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the important language skills in academic field beside listening, speaking and writing. Reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Reading can be thought as a way to draw information from a text and form an interpretation of that information. The main purpose of reading is comprehension. Comprehension is a process of understanding meaning of the text.

Reading comprehension is the process of constructing meaning from text. Reading comprehension is the ability to read a sentence and understand its meaning. It is the ability to look at written words and process the meaning or ideas behind them. Reading comprehension isn't just understanding a single word or its meaning—it is the ability to recognize words, sentences, and paragraphs and make sense of the overall meaning. According to William Grabe and Stoller, reading comprehension is the ability to understand information in a text and interpret it appropriately.¹ Reading comprehension is the most complete activities to reach a skill of understanding the information in the passage explicitly and implicitly and understanding conceptual meaning from the given text.

¹ William Grabe and Fredericka L. Stoller, (2002), *Teaching and Researching Reading*, England: Pearson Education, p. 17

The goal of teaching English at Junior High School (SMP), as stated in Permendiknas No. 22 year 2006, is to support the students in achieving their competences to; (1). Increase their communicative competences, oral or written, to achieve the functional literacy level; (2) have awareness about the importance of English to increase the Indonesian capability in competing with other nations in the world; and (3) increase students' understanding about interrelationship language.² To communicate English in written based on the competences above, it is done through reading comprehension.

The relevant thing in teaching reading comprehension to 8th grade in Junior High School (SMP). This is appropriate to do this research. Based on North Carolina administers a standardized test to 8th grade students, which measures end-of-grade (EOG) goals in reading comprehension from the English Language Arts Standard Course of Study, as following: comprehension of informal text, comprehension of literary text, and argument and critical thinking.

The students' improving in reading comprehension for 8th grade in Junior High School (SMP), they are expected to get a minimum passing grade (KKM) because the comprehension in reading needed to measure how far the students understanding about the text. There are six essential skills needed for reading comprehension, they are: decoding, fluency, vocabulary,

² *Peraturan Menteri Pendidikan Nasional Republik Indonesia*, (<http://google.co.id/search?q=permendiknas+no+22+tahun+2006&client=ucweb&channel=sb>), Accessed on 3rd of Mei 2018

sentence construction and cohesion, reasoning and background knowledge, and working memory and attention.

But in reality, based on my observation at eighth grade of MTs. Aljam'iyatul Washliyah Tembung, most students still have low ability in reading comprehension. It can be seen that they could not catch the idea on the text that they read. They only read the text word by word without know the meaning and they could not find out the main idea of the text.

Based on the phenomenon, today, many English teachers in teaching reading comprehension do the mistake. They asked students to read the text through take turns and not pay attention in comprehensive of their students but they pay attention on the pronounce the words. This case did not teach about reading but that is the way to teach about pronouncation. Beside that there are three common difficulties in reading comprehension for students: 1) issues with decoding, 2) poor of comprehension, 3) speed.

There are two factors that made students ability in reading comprehension still low. Even from internal or external factors. In internal factor, it appeared from inner of each students itself, such as: students' motivation, students' need, environment of them, and many others. The students' motivation was very low in learning every subject especially in English. They said to me that: "English is very difficult, and I don't like English". They didn't pay much attention of the explanation of the teacher. They had high ambition but they lazy to learn. Their environment not support in improving their ability in reading comprehension, especially their friends. They often went out from the class without permission for the

teacher while learning process in the class. That fact described that many students failed to comprehend in reading the text. The teacher should work more hard anymore to make them improve in reading comprehension.

Another factor is external factor, such as; teacher's method in teaching reading, the facility was not support in learning process, the source of the books in not complete, and etc all of them are important in improve students' reading comprehension. Especially the teacher, how the way the teacher tough students very important. The teacher often teaches with the traditional method, it made them not interested to learn English, especially about reading. In reading section, teacher only instructed to read the text without asked about the meaning of the text, so they only read without know the meaning.

To solve the problem above, the teacher should be consider the most effective and creative teaching strategy to improve the students' comprehension in reading the text. It is realized that it needs a strategy which can motivate the students to read. There many strategies are appropriate used in teaching reading comprehension, such as: QAR (Question Answer Relationship), Concept Map, Jigsaw, Reciprocal Teaching, GIST Strategy (Generating Interaction Schemata and Text) and many others.

The writer chooses GIST strategy as one of strategies to use in classroom because this strategy can help them to achieve comprehending in reading. As a new strategy for students had hoped interest and pay much

attention to learning English. It also had hoped activated their motivation with some activities that include on this strategy.

This strategy teaches students to use prediction as a comprehension aid when reading the text. It is summarizing strategy. The purpose of this strategy is to help students to identify main ideas as they read and, doing so, to increase the likelihood that they will understand the text. This strategy will help students in achievement in reading comprehension. Based on the background above, the writer is interested in doing this research with the title “Improving the Students’ Reading Comprehension Through GIST Strategy at Eighth Grade of MTs. Al-Jam’iyatul Washliyah Tembung”.

B. The Identification of the Problem

Based on the background of the problem above, the problem can be identified as following: (1). Most students still had low ability in reading comprehension, (2). The students’ motivation was very low in learning every subject especially in English, (3). The teacher still used traditional method in teaching reading comprehension, and (4). The facility was not support in learning process

C. The Limitation of the Problem

Based on the identification of the problem above, there was unlimited numbers of the problem. Therefore, the researcher would like to limit only on the improvement in students’ reading comprehension.

D. The Research Question

Based on the limitation of problem above, so the writer formulated the research question in this research as follows: How can GIST strategy improve the students' reading comprehension?

E. The Objective of the Study

In line with this research question, the objective of this research was to find out the strategy to improve the students' reading comprehension through GIST strategy.

F. The Significance of the Study

Theoretically, the result of this research was useful to enrich the theory of teaching reading. And practically, the result of this research was useful for:

1. The students as an input to improve their skill in reading comprehension.
2. The English teachers as an input to increase their competence in teaching reading comprehension.
3. The headmaster as an input to improve the quality of the English teachers in teaching reading comprehension.

CHAPTER II

THE REVIEW OF THE LITERATURE

A. Theoretical Framework

1. Reading Comprehension

According to Harris and Hodges, reading comprehension is the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text.³ According to this theory, reading comprehension is defined as a process of giving meaning to a reading text by the reader. This process occurs in the reader's mind in which ideas of the reader and ideas in the text interact to construct meaning.

Reading comprehension involves taking meaning to a text in order to obtain meaning from the text. To comprehend a text full, the reader should understand the points below, they are: (a). Recognize the words and the sentences of the text and know what these words and sentences mean (obtain literal meaning), (b). Associate meaning, both denotative and connotative, from personal experiences with the printed text (obtain inferential meaning), (c). Recognize how all these meanings and/or his perceptions of them fit together contextually, (d). Make value judgments about, and based on, the reading experience (read critically).

Reading comprehension is viewed as process subject to the same constraints as a human memory and problem solving process. Reading comprehension seems to involve language, motivation, perception, concept development, the whole of experience itself. It seems to be subject to the same constraints as thinking, reasoning,

³Debbie Miller, (2013), *Reading with Meaning: Teaching Comprehension in the Primary Grades*, USA: Stenhouse Publishers, p. 23

and problem solving. The only distinction one might want to make is in the source of input for the cognitive processing. When we perceive and react to it, the source of simulation for our perception and our reaction is direct and immediate.⁴

Allah says in holy Qur'an in surah al- alaq verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢)
اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: Read, in the name of your lord created has created (all that exist). Has created man from a clot (a piece of thick coagulated blood) read any your lord is the most generous, who has thought (the writing) by the pen the first person to write was prophet ideas (Enoch) has taught man that which he know not.

The first word of these verses is iqro ! that the means Read. This has a big meaning for us Allah creature firstly however. We are the human come to this word cannot read everything at all, but with our ability be permit from the Allah finally we can read everything what we want.

This verse ALLAH ask to human to read because with read something someone can to know everything. In English lesson one basic must master of student is reading that is suitable with the above verse.

In another surah of holy Qur'an, Allah Swt explained about comprehension in Surah Maryam verse 42-48:

⁴ P. David Pearson, (1978), *Reading Comprehension*, Wisconsin Department of Public Instruction , p.1

إِذْ قَالَ لِأَبِيهِ يَا أَبَتِ لِمَ تَعْبُدُ مَا لَا يَسْمَعُ وَلَا يُبْصِرُ وَلَا يُغْنِي عَنْكَ شَيْئًا ٤٢ يَا أَبَتِ إِنِّي قَدْ
جَاءَنِي مِنَ الْعِلْمِ مَا لَمْ يَأْتِكَ فَاتَّبِعْنِي أَهْدِكَ صِرَاطًا سَوِيًّا ٤٣ يَا أَبَتِ لَا تَعْبُدِ الشَّيْطَانَ إِنَّ الشَّيْطَانَ
كَانَ لِلرَّحْمَنِ عَصِيًّا ٤٤ يَا أَبَتِ إِنِّي أَخَافُ أَنْ يَمَسَّكَ عَذَابٌ مِنَ الرَّحْمَنِ فَتَكُونَ لِلشَّيْطَانِ وَلِيًّا ٤٥
قَالَ أَرَأَيْتَ أَنْتَ عَنْ ءَالِهَتِي يَا إِبْرَاهِيمُ لَئِنْ لَمْ تَنْتَهِ لَأَرْجُمَنَّكَ وَاهْجُرْنِي مَلِيًّا ٤٦ قَالَ سَلَامٌ عَلَيْكَ
سَأَسْتَغْفِرُ لَكَ رَبِّي إِنَّهُ كَانَ بِي حَفِيًّا ٤٧ وَأَعْتَزِّلُكُمْ وَمَا تَدْعُونَ مِنْ دُونِ اللَّهِ وَأَدْعُوا رَبِّي عَسَىٰ أَلَّا

أَكُونُ بِدُعَاءِ رَبِّي شَقِيًّا ﴿٤٨﴾

Meaning: (42). When he said to his father; O my father! why do you worship what neither hears nor sees, nor does it avail you in the least: (43). O my father! truly the knowledge has come to me which has not come to you, therefore follow me, I will guide you on a right path: (44). O my father! serve not the Shaitan, surely the Shaitan is disobedient to the Beneficent Allah: (45). O my father! surely I fear that a punishment from the Beneficent Allah should afflict you so that you should be a friend of the Shaitan.(46). He said: Do you dislike my gods, O Ibrahim? If you do not desist I will certainly revile you, and leave me for a time. (47). He said: Peace be on you, I will pray to my Lord to forgive you; surely He is ever Affectionate to me: (48). And I will withdraw from you and what you call on besides Allah, and I will call upon my Lord; may be I shall not remain unblessed in calling upon my Lord.

From the verse above, it talks about how the father and his son to the lord. We are as human can take the lesson that we have to obey with our parents because every parents never support their son in the bad things. Beside that, we are as human being,

we have to obey with our lord Allah Swt. And we have to do all the instructions from Allah. From read the story of the verse above, we can comprehend and take the lesson from that verse. It relates with the comprehension in reading

Beside in holy Qur'an that explained about comprehension, in hadits, our prophet Muhammad Saw explained that related with comprehension, as following:

عَنْ عُمَرَ رَضِيَ اللَّهُ عَنْهُ أَيْضًا قَالَ : بَيْنَمَا نَحْنُ جُلُوسٌ عِنْدَ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ ذَاتَ يَوْمٍ إِذْ طَلَعَ عَلَيْنَا رَجُلٌ شَدِيدُ بَيَاضِ الثِّيَابِ شَدِيدُ سَوَادِ الشَّعْرِ، لَا يُرَى عَلَيْهِ أَثَرُ السَّفَرِ، وَلَا يَعْرِفُهُ مِنَّا أَحَدٌ، حَتَّى جَلَسَ إِلَى النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَأَسْنَدَ رُكْبَتَيْهِ إِلَى رُكْبَتَيْهِ وَوَضَعَ كَفَّيْهِ عَلَى فَخْذَيْهِ وَقَالَ: يَا مُحَمَّدُ أَخْبِرْنِي عَنِ الْإِسْلَامِ، فَقَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : الْإِسْلَامُ أَنْ تَشْهَدَ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَأَنَّ مُحَمَّدًا رَسُولُ اللَّهِ وَتُقِيمَ الصَّلَاةَ وَتُؤْتِيَ الزَّكَاةَ وَتَصُومَ رَمَضَانَ وَتَحُجَّ الْبَيْتَ إِنْ اسْتَطَعْتَ إِلَيْهِ سَبِيلًا قَالَ : صَدَقْتَ، فَعَجَبْنَا لَهُ يَسْأَلُهُ وَيُصَدِّقُهُ، قَالَ: فَأَخْبِرْنِي عَنِ الْإِيمَانِ قَالَ : أَنْ تُؤْمِنَ بِاللَّهِ وَمَلَائِكَتِهِ وَكُتُبِهِ وَرُسُلِهِ وَالْيَوْمِ الْآخِرِ وَتُؤْمِنَ بِالْقَدَرِ خَيْرِهِ وَشَرِّهِ. قَالَ صَدَقْتَ، قَالَ فَأَخْبِرْنِي عَنِ الْإِحْسَانِ، قَالَ: أَنْ تَعْبُدَ اللَّهَ كَأَنَّكَ تَرَاهُ فَإِنْ لَمْ تَكُنْ تَرَاهُ فَإِنَّهُ يَرَاكَ . قَالَ: فَأَخْبِرْنِي عَنِ السَّاعَةِ، قَالَ: مَا الْمَسْئُولُ عَنْهَا بِأَعْلَمَ مِنَ السَّائِلِ. قَالَ فَأَخْبِرْنِي عَنْ أَمَارَاتِهَا، قَالَ أَنْ تَلِدَ أَلَمَةٌ رِبَّتَهَا وَأَنْ تَرَى الْحَفَاةَ الْعُرَاةَ الْعَالَةَ رِعَاءَ الشَّيْءِ يَتَطَاوَلُونَ فِي الْبُنْيَانِ،

ثُمَّ انْطَلَقَ فَلَبِثْتُ مَلِيًّا، ثُمَّ قَالَ : يَا عُمَرُ أَتَدْرِي مَنِ السَّائِلِ ؟ قُلْتُ : اللَّهُ وَرَسُولُهُ أَعْلَمَ . قَالَ فَإِنَّهُ

جِبْرِيلُ أَتَاكُمْ يُعَلِّمُكُمْ دِينَكُمْ . [رواه مسلم]⁵

Meaning: from ‘Umar, may Allah be pleased with him, there is that he said, “While we were sitting with the Messenger of Allah, may Allah bless with him and grant him peace, one day a man came up to us whose clothes were extremely white, whose hair was extremely black, upon whom traces of travelling could not be seen, and whom none of us knew, until he sat down close to the Prophet, may Allah bless with him and grant him peace, so that he rested his knees upon his knees and placed his two hands upon his thighs and said, ‘Muhammad, tell me about Islam.’ The Messenger of Allah, may Allah bless with him and grant him peace, said, ‘Islam is that you witness that there is no god but Allah and that Muhammad is the Messenger of Allah, and you establish the prayer, and you give the Zakat, and you fast Ramadan, and you perform the hajj of the House if you are able to take a way to it.’ He said, ‘You have told the truth,’ and we were amazed at him asking him and [then] telling him that he told the truth. He said, ‘Tell me about iman.’ He said, ‘That you affirm Allah, His angels, His books, His messengers, and the Last Day, and that you affirm the Decree, the good of it and the bad of it.’ He said, ‘You have told the truth.’ He said, ‘Tell me about ihsan.’ He said, ‘That you worship Allah as if you see Him, for if you don’t see Him then truly He sees you.’ He said, ‘Tell me about the Hour.’ He said, ‘The one asked about it knows no more than the one asking.’ He said, ‘Then tell me about its tokens.’ He said, ‘That the female slave should give birth to her mistress, and you see poor, naked, barefoot shepherds of sheep and goats competing in making tall buildings.’ He went away, and I remained some time. Then he asked, ‘Umar, do you know who the questioner was?’ I

⁵ Sirojun Munir, (2014), *Terjemah Hadits Arba'in Nawawiyah*, Pustaka Nun, p. 2

said, ‘Allah and His Messenger know best.’ He said, ‘He was Jibril who came to you to teach you your deen’.” (Muslim narrated it.)

From the hadits above, we are as human can learn about our religion, that is Islam. Through the hadits, our prophet Muhammad Saw tough us about Deen. As human should be comprehend the hadits not only read but should be comprehend and applying in our life.

The hadits above have the relationship with reading comprehension for students. As a student, not only read the text, but should be comprehend the text well.

To understand reading comprehension one should begin by analyzing what comprehension involves and how it relates to the entire reading process. Smith contends that fluent reading entails two fundamental skills: (1) prediction of meaning and the ‘sampling’ of surface structure sufficiently to make prediction certain and (2) making the most sufficient use of visual information , which is all the cues to meaning available in the printed text.⁶

In 1972, Barret developed a taxonomy, now popularly as known as “The Barret Taxonomy of Reading Comprehension”, to meet the needs of teachers and instructional materials developers who wanted a systematic, structural approach to teaching reading skills.⁷

Based on Barrett’s Taxonomy of Cognitive and Affective Dimension of Reading Comprehension. This taxonomy suggests that there are five components dimensions of comprehension, which are follows: (a). Literal Comprehension, which includes both of recognition of ideas and details when encountered and the ability to

⁶ J. Estill Alexander, *Teaching reading*, London: foresman and company, third edition, p.159

⁷ Rebecca D. Alcantara, et al, (2003), *Teaching Strategies 1*, Cabanilla: Katha Publishing,

recall them later, (b). Reorganization, which includes skills such as classifying and summarizing, (c). Inferential comprehension, which involves making conjectures and hypotheses about the text when information is not explicitly stated, (d). Evaluation, which requires making of judgments of the text, (e). Appreciation, which involves engaging with the more literary elements such as imagery and the author's choice of words.⁸

Wyse et al. describes reading comprehension as 'the essence of reading because it entails readers understanding the written word expressed in texts'. Currently, prominence is given to the simple view of reading which perceives reading as being proposed of two key components: word recognition and language comprehension. It can be argued that the simple view of reading does two things that are important for the teacher of reading to note in relation to comprehension. The first is that it foregrounds comprehension in reading process. We are forced to engage with the term and what it might mean. Second, it states that without comprehension we cannot say that reading has taken place (much as Wyse et al.'s description does). Decoding alone is not enough.⁹

The authors of the recent RAND Report stated, "we define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". They continue by stating that a representation of comprehension includes describing the nature of the reader's capabilities and knowledge, the text and its qualities and the reader's activities, that include the purpose of consequences associated with reading.

⁸ Debbie Miller, Ibid, p. 28

⁹Wayne Tennent, (2015), *Understanding Reading Comprehension: Processes and Practices*, India: Sage

The process emphasized within the definition above that it suggest the reader as follows: (a). using the knowledge of the world, (b). activating vocabulary, (c). employing linguistic knowledge about English, (d). using cognitive comprehension strategies, and (e). displaying motivational attributes, such as goal for reading, sense of confidence, and interest in the topic.

Allan Wigfield gives the suggestion in building definition of reading comprehension, that reading comprehension consists of the process of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text. He divided into several elements that can be critical on reading comprehension: (a). the text, (b). the reader, (c). the interaction between the reader and the text, and (d). the mental state of the reader after the text interaction. These four elements may be emphasized to a greater or lesser degree by different researchers and different situations.¹⁰

In addition, reading comprehension is very important because it may be tested by a passage which is translated into good English, or by question based on the content of a passage. In this case the passage is not translated, the questions being asked in the foreign language and the student answering in English.¹¹

In conclusion, reading comprehension is a cognitive process in constructing meaning to achieve the real information from the text that reader read.

¹⁰Allan Wigfield,(2004), *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*

¹¹ English For Thesis Blog For Thinkers, (2017), *What Is Reading Comprehension?*(<http://englishforthesis.blogspot.co.id/2012/05/what-is-reading-comprehension.html>).Accessed on February, 26th 2018.

2. GIST Strategy

a. Definition of GIST Strategy

One strategy for teaching students to summarize text effectively is called GIST. GIST stands for Generating Interaction between Schemata and Text. It has been found to improve students' reading comprehension and summary writing. With GIST, teachers must model and guide after the reading stage of a lesson. The reader is interrupted and directed to record a summary of the material just read.¹² When planning gist lessons especially in the early stages of gist instruction, it is helpful to use text that is conducive to locating the main idea.¹³

GIST as a general term, gist means the essence of a text or speech. As a text summarization strategy, it involves systematically reducing the ideas and significant details of text to a preset number of words, such as 15, 20, or 25, depending on the length of the text being summarized. For example, with paragraph composed of four sentences, the first sentence is summarized within the predetermined word limit, and then, after the second sentence is read, the initial summary is revised to incorporate new information and to delete less important information, all the while keeping the GIST within the predetermined word limit.¹⁴

GIST is defined as the capacity to comprehend and convey generalized meaning from complex information during everyday activities such as reading new stories, hearing medical

¹²Judy S. Richardson, Raymond F. Morgan, and Charlene Fleener, (2012), *Reading to Learn in The Content Areas*, Eight Edition, USA: Wadsworth Cengage Learning, p. 244

¹³Thomas E. Scruggs, Margo A. Mastropieri, (2010), *Literacy and Learning*, UK: Emerald Group Publishing Limited, p. 230

¹⁴ William G. Brozo, (2017), *Disciplinary and Content Literacy for Today's Adolescents, Sixth Edition: Honoring Diversity and Building Competence*, London: Guilford Publications, p.283

information learning how to use new devices, watching movies, making financial decisions, or writing job descriptions.¹⁵

However, the gist strategy is the simple way to summarize the text to get the main idea from the text. It helps students to prediction main idea to make students easier to catch the information from the text.

b. Principle of GIST Strategy

GIST strategy inspired by the theory cognitivism, learning is considered “an internal process that involves higher-order mental activities such as memory, perception, thinking, problem-solving, reasoning, and concept formation”.

Cognitivism has been distinguished as two separate schools of thought, the cognitivist and the social cognitivist. The cognitivist view emphasizes understanding the thinking or cognitive process of the individual. The social cognitivist perspectives, representative by Vygotsky’s social development theory, values the role of social process in learning in addition to cognition. What these theories within the cognitivism umbrella all have in common is the view of learning as more than achane in behavior, but as specific mental used by the learner. Cognitivism considers how the mind and memory work to promote learning and is concerned with mental process such as thinking, memory, knowing and problem solving.

Cognitivism views learning as schema, or symbolic mental constructions that provide a foundation for organizing and building knowledge. Therefore, cognitivism views learning not as a change in behavior, but as a change as schemata. According to

¹⁵ Michael J. Aminoff and Robert B. Daroff, (2014), *Encyclopedia of the Neurological Sciences*, USA: Academic Press, p.834

cognitivism, changes may be observed in the learner, but they are ultimately an indication of change in cognition.¹⁶

Cognitive learning theory implies that the different processes concerning learning can be explained by analyzing the mental processes first. It posits that with effective cognitive processes, learning is easier and new information can be stored in the memory for a long time. On the other hand, ineffective cognitive processes result to learning difficulties that can be seen anytime during the lifetime of an individual.

Cognitive learning theory has two views: (1). Behavioral cognitive theory, and (2). Social cognitive theory. The behavioral cognitive theory says that individuals tend to form self-concepts that affect the behavior they display. These concepts can be positive or negative and can be affected by a person's environment. Behavioral cognitive theory describes the role of cognition (knowing) to determining and predicting the behavioral pattern of an individual. This theory was developed by Aaron Beck. Cognitive behavioral theory further explains human behavior and learning using the cognitive triad. This triad includes negative thoughts about: (1). The self (i.e., I am rubbish), (2). The world/environment (i.e., the world is irrational), (3). The future (i.e., my future is doomed)¹⁷

While, in the social cognitive theory, according to Bandura social cognitive theory is frequently referred to as social learning theory. The theory is concerned with

¹⁶Rose Utley, (2011), *Theory and Research for Academic Nurse Educators: Application to Practice*, Canada: Jones and Barlett Publisher, p.23

¹⁷ Sarah Mae Sincero, (2011), Cognitive Learning Theory, (<https://explorable.com/cognitive-learning-theory>). Accessed on 19th of March 2018

such psychosocial phenomena as motivation and self-regulatory mechanisms that extend beyond the concept of learning.¹⁸ There are 3 variables that consider in social cognitive theory: (1). behavioral factors, (2). environmental factors (extrinsic), and (3). personal factors (intrinsic).

These 3 variables in social cognitive theory are said to be interrelated with each other, causing learning to occur. An individual's personal experience can converge with the behavioral determinants and the environmental factors.

In the person-environment interaction, human beliefs, ideas and cognitive competencies are modified by external factors such as a supportive parent, stressful environment or a hot climate. In the person-behavior interaction, the cognitive processes of a person affect his behavior; likewise, performance of such behavior can modify the way he thinks. Lastly, the environment-behavior interaction, external factors can alter the way you display the behavior. Also, your behavior can affect and modify your environment. This model clearly implies that for effective and positive learning to occur an individual should have positive personal characteristics, exhibit appropriate behavior and stay in a supportive environment.

In addition, social cognitive theory states that new experiences are to be evaluated by the learner by means of analyzing his past experiences with the same determinants. Learning, therefore, is a result of a thorough evaluation of the present experience versus the past.

¹⁸Shirley Melat Ziegler, (2005), *Theory-Directed Nursing Practice: Second Edition*, New York: Springer Publishing Company, p. 34

Social cognitive theory includes several basic concepts that can manifest not only in adults but also in infants, children and adolescents.

1. Observational Learning, learning from other people by means of observing them is an effective way of gaining knowledge and altering behavior.
2. Reproduction, the process wherein there is an aim to effectively increase the repeating of a behavior by means of putting the individual in a comfortable environment with readily accessible materials to motivate him to retain the new knowledge and behavior learned and practice them.
3. Self-efficacy, the course wherein the learner improves his newly learned knowledge or behavior by putting it into practice.
4. Emotional coping, good coping mechanisms against stressful environment and negative personal characteristics can lead to effective learning, especially in adults.
5. Self-regulatory capability, ability to control behavior even within an unfavorable environment.

Exploring the relationship between cognitive, linguistic, and academic skills and abilities is essential for determining an individual's pattern of strengths and weakness understanding these patterns is an important part of determining eligibility for special services and informing instruction.¹⁹

Based on definition of gist strategy above, the principle of gist strategy arise from the theory of cognitive, which is the study of cognitive of development has been essential in understanding how children learn to read, what has to happen for them to learn to read proficiently, and the sources on influence of reading development. More specifically in social cognitive theory, it holds that knowledge, skills, strategies, beliefs,

¹⁹ Barbara J. Wendling, Nancy Mather, (2009), *Essentials of Evidence-Based Academic Interventions*, Canada: Wiley, p.221

and attitudes, along with how to behave correctly in situation, may be learned by observing others. This theory makes a distinction between learning and performance and hypothesizes that what we learn depends on variety of internal and external factors.²⁰

c. Design of GIST Strategy

Gist force students to eliminate extraneous details and determine what is important in the reading.²¹The purposes of GIST strategy are as follows: (1). This strategy will help students learn to write organized and concise summaries of their reading, (2). Help teacher and students to identify key concepts, (3). Reflect on the content of the lesson, and (4). Differentiate between essential and non-essential information

According to Cunningham the role of materials in Gist Strategy as follows: in the paragraph version of the GIST a paragraph of three or five sentences is used. The paragraph must have a gist, or main idea. Working with the teacher, students read one sentence at a time and summarize that sentence in 15 or fewer words. They then read the second sentence and summarize it, incorporating summarization, of the second sentence into the first and making adjustments to the original sentence, but using no more 15 words. Students continue in this fashion, sentence by sentence, continually incorporating sentence summaries into the 15-word limit.²²

²⁰Carol McDonald Connor, (2016), *The Cognitive Development of Reading and Reading Comprehension*, New York: Routledge, p. 2

²¹Trisha Brummer, and Stephanie Macceca, (2008), *Reading Strategies For Mathematics*, USA: Shell Education, p. 152

²²Michaela Colombo,(2012), *Teaching English Language Learners: 43 Strategies for Successful K-8 Classrooms*, USA: Sage Publications inc, p. 206

There are some roles of teacher in Gist Strategy, as follows: (a). Ask the students to identify the main idea points of the passage and write these on the board or a transparency, (b). Ask them to list the supporting details or statements to complete a prewriting outline, (c). Instruct students to use the class outline to write summary of no more than 20 words and edit and revise it, as good writers do, and (d). Put students in group of no more than four to share their paragraph and receive feedback, which they can use to revise and edit the summarizes²³

In applying Gist strategy, there are some roles of students in learning process, as follows: (a). Students generalize details and lists by using broad categories that encompass the details and items on the list, (b). They locate the topic sentences of each paragraph or create their own topic sentences in order to convey of information of each paragraphs, (c). They also use key words and phrases to rely the information to the reader, and (d). Good summarizes are also revised so that they sound natural²⁴

The assignment of GIST strategy, during reading, students get the gist by focusing on one paragraph or subsection of text at time and identify the main idea in 10 words or less. Getting the gist is actually a summarization strategy. Summarizing is the identification of the most important idea(s) in the passage or text; it is brief and to the point. Retelling and finding the main idea are precursors to summarizing. Summarizing a lengthy text requires identifying and recalling the main idea of several paragraphs or passages and then combining that information into a summary of the entire selection.²⁵

²³ Sarah Kartchner Clark, (2007), *Writing Strategies for Social Studies*, USA: Shell Education, p. 154

²⁴ Stephanie Macceca, (2007), *Reading Strategies for Social Studies*, USA: Shell Education, p.152

²⁵ Jeanne Shay Schumm, (2006), *Reading Assessment and Instruction for All Learners*, London: The Guilford Press, p.269

d. Procedure of GIST Strategy

There are some procedures in using Gist strategy on teaching reading, as follows: (1). Identify a text you want students to summarize (not too long), (2). Decide on natural break points, especially major points, where summarization should occur, (3). Chunk the text into smaller segments of 1-2 paragraphs each, (4). Have students read the entire text first to understand the article globally, (5). Model summarizing for students by thinking aloud about how you compose a single sentence that addresses the main idea of the segment. Repeat the modeling exercise for each of the segments, (6). Reread your Gist sentences aloud for students and make any revisions necessary to smooth out the text you've written, and (7). Guide the students they apply the gist strategy to another piece of the text.²⁶

In this research, the researcher follows some steps as following above: (1). Distribute a text about hiking for students, (2). Read the text around five minutes, (3). Identify the topic sentence and supporting sentences, (4). Understanding the text generally, (5) write down the major points in a sentence, (6). Reread the gist sentence, (7). Make revision necessary of the text written, and (8) repeat the steps to create the gist to another piece of the text.

e. Advantage of GIST Strategy

There are some advantages of the use of Gist strategy in teaching reading, as following: (a). Easier to prediction the main idea of the passage, (b). Easier to

²⁶Douglas Fisher,(2013),*The Path to Get There: A Common Core Road Map for Higher Student Achievement Across The Dicipline*, Columbia: Teachers College Press, p.73

understanding message of the text, (c). To know the quality of individuals students, and (d). Stimulus the brain in processing of understand the passage quickly

f. Disadvantage of GIST Strategy

There are some advantages of the use of Gist strategy in teaching reading, as following: (a). Not each student can be understand the passage quickly, (b). Show the level of the students' quality in reading, and (c). Unconfidence for the students that has low ability.

B. Relevant Studies

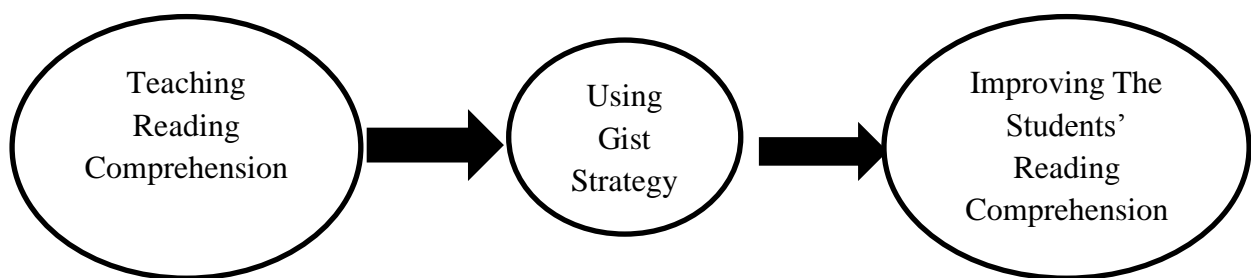
1. Muntafi'ah (2016) conducted a research about "The Use of the GIST Strategy Towards Students' Reading Comprehension. (Classroom Action Research at the Eight Year Students of MTs AswajaTengaran in the Academic Year of 2015/2016)". The objectives of the study are to find out that the GIST (Generating Interactions between schemata and text) strategy improves the students' reading comprehension and to find out the significant improvement on the students' reading comprehension after being taught by using Generating Interactions between schemata and text (GIST) strategy. In this research, the researcher acted as an observer. There were two cycles in this research, in each cycle comprised of two meetings. The final result showed to $\geq t_t$. It means that t-test score is 4.07, it was higher than the t- table score, 2.977. With a significance level of 0.5 %, It proved that there is a significant difference of the students' reading comprehension after taught by the GIST strategy.
2. Aisyah Bella Hikmah (2013) "The Effect of Using GIST Strategy toward Students' Reading Comprehension at the First Year Students of State Senior High School 1 Kampar". The design of this research was Quasi-experimental design. The objectives of

the research are to find out students' reading comprehension who are not taught by using GIST strategy at the first year of state Senior High school 1 Kampar, To find out students' reading comprehension who are taught by using GIST strategy at the first year of state Senior High school 1 Kampar and to find out if there is any effect of using GIST strategy toward students' reading comprehension at the first year of State Senior High School 1 Kampar. After analyzing the data, the researcher found the result analyzing the data t_0 was higher than table. Therefore H_a is accepted and H_o is rejected. It means that using GIST strategy has given a better effect for students' reading comprehension the First Year Students of State Senior High School 1 Kampar.

3. Yuniar Nita Alfiana (2017) conducted a research about "The Effectiveness Of Gist Strategy To Eighth Grade Students' Reading Comprehension of SMP PrasetyaWiyataNgasem Kediri In The Academic Year 2016/2017". The objective of this research was to find out whether using GIST Strategy is effective to the eight grade students' reading comprehension at SMP PrasetyaWiyataNgasem Kediri and to describe the students' response when GIST strategy applied teaching reading comprehension. The researcher conducted quasi experimental quantitative research. Finding of coefficient is statistical computation the result of t-score was 13,41. Then t-test was compared to the t-table with the degree of significant 5% (2,093) and 1% (2,861) of 20 students. It means that the alternative hypothesis was accepted and it proved that outline activity had significant effect to the students' reading comprehension.

C. Conceptual Framework

Based on the theoretical framework, GIST strategy can improve the students reading comprehension because this strategy teaches students to use prediction as a comprehension aid when reading the text. The purpose of this strategy is to help students to identify main ideas as they read and, doing so, to increase the likelihood that they will understand the text. They will understand faster and directly.



It can be predicted that Gist strategy (Generating Interaction between Schemata and Text) can be used in teaching reading comprehension and it can improve the students' reading comprehension.

D. Actional Hypothesis

Based on the theoretical framework and conceptual framework above, the hypothesis of this research is the students' reading comprehension can improved by using Gist (Generating Interaction between Schemata and Text) strategy.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This research would be conducted on April in academic year 2017-2018. The subjects in this research are the students at eighth grade of Islamic Junior High School at MTs. Al-Washliyyah Tembung. The address of the school was on Besar Tembung Street No.78 Desa. Tembung Kec. Percut Sei Tuan Kab. Deli Serdang.

B. Data and Data Source

The data of this research was 43 students, consist of 17 females and 26 males. The researcher chosen this location because some reasons, they was: (1) this school was not far from the researcher's house, (2) the English teacher never used Gist strategy in teaching reading comprehension, (3) the English teacher still used the traditional method in teaching English.

While the data sources was from teacher and students when teaching learning process activity. (1).Students was as a learner, in this research students was the important object as a source of the data, (2). Teacher was a collaborator, the collaborator assisted the researcher in conducting the action research.

C. Research Method

This study would apply a classroom action research. This research intended to reveal an effort to improve the learning process by using Gist strategy in teaching reading comprehension at eight grade of Islamic Junior High School at Mts. Al-

Washliyyah Tembung, then the used of classroom action research considered relevant in this research.

Kemmis and Taggart stated that action research is a form research reflection self that collectively do researcher in social situation to improve reasoning and justice education practice and social them, as they comprehension about this practice and toward place situation do this practice.²⁷

Goals to be achieved in procedure classroom action research (CAR) is to improve and repair learning practice that should do by teacher. Another goals that can achieved if implement classroom action research (CAR) is occur rehearsal process in position during occur classroom action research (CAR).²⁸

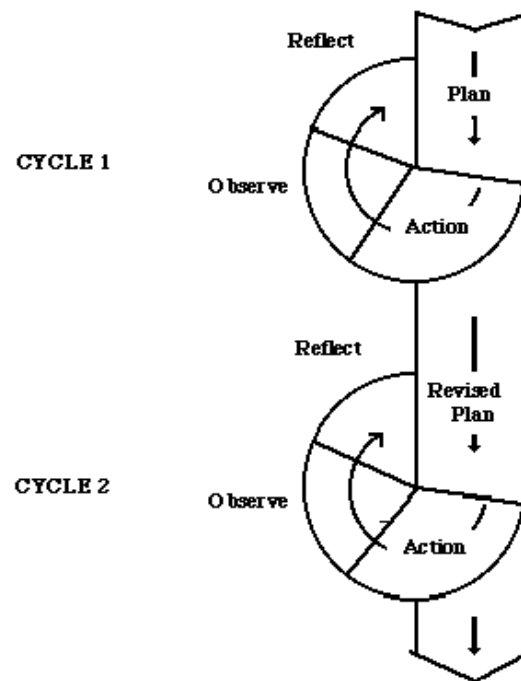
Based on theory on Classroom Action Research above, it concluded that the classroom action research is working, the application and activities to fact finding in solve the problem of social situation in improving the quality of action and analyze to the treatment.

In apply a classroom action research by using several cycles through four steps, as following: 1. Planning, 2. Acting, 3. Observing, 4. Reflecting.

²⁷EffiAswitaLubis, (2015), *MetodologiPenelitianPendidikan*. Bandung, IKAPI, p.147

²⁸Hj. RosmalaDewi. (2012). *PenelitianPendidikan*. MedanPascasarjanaunimed, p. 134

Figure 1. Cycle of Classroom Action Research²⁹



The procedure of this research consisted of two cycles. Before going to cycle, the researcher conducts pre-test to students. Then, the researcher did the first cycle and second cycle. If the two cycles could not improve the students' score. The researcher did the next cycle until the score of students can be achieved. The diagram above will be explained as follows:

1. Planning, in this phase, the researcher conducted several meetings, teacher as friend to collaborate and cooperate discuss in action planning technique with make learning program activity. As for that do as follows: a). Make the implementation plan of learning in accordance with the material being taught, b). Preparing instructional media in accordance that related with gist strategy, c). Making the question that will be given to each students based on the basic competence of the learning material, and d). Arrange the format of the observation sheet to be used.

²⁹Amirin, Tatang M. (2009). "Classroom action research (penelitian tindakan kelas): Langkah awal." tatangmanguny.wordpress.com. Accessed on, 27th of March 2018

2. Acting is the implementation of planning. The researcher will do everything that had been planned. Acting means a process of activity that is done or implementation of planning, in action. The researcher teaches how to improve the students' reading comprehension by GIST strategy in the process of teaching and learning. At the end of action, reading comprehension test is administrated in order to measure how the students to be able to comprehens the text
3. Observing, in this stage conducted an observation of how the learning process conducted by teacher. Implementation activities carried out during the learning process takes place, and after the learning takes place, when the implementation learning takes place that observed is the behavior of teachers and student behavior in learning process.
4. Reflecting, in this stage of reflection the researcher performs data analysis about the learning process. The data obtained were assessed, what happen and the cause of the occurrence. And then the researcher looking for solution to resolve problem encountered so that action can run effectively and efficiently in the next cycle.

D. Technique of Collecting Data

To collect the data, there were four techniques: 1. Reading comprehension test, 2. Observation, 3. Photographs, and 4. Interview.

1. Reading Comprehension Test

The test was constructed by the following procedures: a). definition of conceptual, b). definition of operational, c). points of the tests.

a). Conceptual Definition

GIST strategy could improve the students reading comprehension because this strategy tough students to use prediction as a comprehension aid when reading the text.

b). Operational Definition

Reading comprehension could take from the score of students that get after did the test using the multiple choices questions from the researcher. The application in teaching reading comprehension was using GIST strategy to achieve the score with the find out the main idea.

c). Specification

Reading comprehension test consisted of 3 categories: find out the main idea in the beginning, in the middle and in the ending of the text. Furthermore, it can see as following above.

Tabel. 1. Specification

| No. | Indicator | A Number of Test Item | Test Item | Total |
|------------|----------------------------|--|----------------------|--------------|
| 1. | Main idea in the beginning | 15 | 1-15 | |
| 2. | Main idea in the middle | 15 | 15-30 | |
| 3. | Main idea at the end | 15 | 31-45 | |
| | Total | | | 45 |

2. Observation

In this case, before was applying the Gist strategy in learning process, the researcher did the observation to know some things, such as: the teacher's performance in teaching reading, the classroom activity, situation and condition in learning process.

3. Photograph

The using of photograph was a technique for data collection that combines effectively with a range of language classroom task and activities where visual aids are an invaluable support in learning.

4. Interview

In this research, the researcher asked the teacher to know the students' problem in reading comprehension, the students' ability in English especially in reading comprehension, and the application of Gist strategy in reading comprehension that used by the teacher.

E. Technique of Analyzing Data

This research applied quantitative and qualitative data. The quantitative data would be analyzed in score while teacher taught reading comprehension by using GIST strategy. Through quantitative data the researcher would know there was an improvement or not on the students' reading comprehension by using GIST strategy.

And to know the difference of the test success after using GIST strategy the researcher applied the following t-test formula:

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - (N - 1)}}$$

Where :

\bar{D} = Mean of difference of post-test 1 and post-test 2

D = Differences

N = Subject of students

While the qualitative data will be analyzed by Miles and Huberman. Qualitative data analysis consisted of three components that constitute concurrent flows and activity: data reduction, data display, and conclusion drawing and verification.³⁰

1. Data Reduction

Data reduction is the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written –up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

The next step is analyzing the data is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyzed what will happen with the

³⁰Andrea Daniel, (2010), *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications*, Wiesbaden: Gabler, p.138

data presented. In this study, the researcher will use the multiple choices in displaying the data, because it is most common data display will be used in qualitative research.

3. Conclusion Drawing and Verification

The last step of analysis that will draw conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the from description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

F. Technique of Establishing Trustworthiness

Trustworthiness, according to Lincoln and Guba involves credibility, transferability, dependability, and confirmability. These four concepts are extension or adaptations, of the traditional categories of internal validity, external validity, reliability and objectivity.³¹ The researcher only use the credibility, specifically in triangulation.

Triangulation refers to the idea that multiple sources bring more credibility to an investigation.³² There are four kinds of triangulation, they are : (a). Source triangulation, (b). Method triangulation, (c). Researcher triangulation, and (d). Theory triangulation.

³¹ Clive Opie, (2004), *Doing Educational Research*, USA: Sage Publication, p. 69

³² Marilyn Lichtman, (2010), *Qualitative Research in Education: A User's Guide*, USA: Sage Publications, p. 229

In this research, researcher will use source triangulation. The researcher only limits on the triangulation, namely: source triangulation and methodological triangulation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this study, the researcher would like to described the result of preliminary study, cycle I and cycle II, as follows:

1. Preliminary Study

In the preliminary study, the researcher administered the reading test in order to see the students' ability in reading comprehension before gist strategy was applied. The result showed that the ability of students in reading comprehension was still low, they was still confuse in answer the test and most of them could not answer the test. The Minimum Passing Grade (KKM) in that school was 80. The number of students who followed the test was 43 students. The result of pre-test, the total score of the students was 2245 and the mean of students' score was 52.21.

The quantitative data above indicated that the students' reading comprehension was low. It could be seen from the mean score of the students was 52.21 and the percentage of the students' score of the test was 7% or only 3 students who succeeded or got score up to 80. On the other hand, 40 students unsuccessful or didn't get score up to 80. This data can be seen in the appendix.

To support the quantitative data, it can be seen from the qualitative data that was taken by using observation and interview. The observation was done before the researcher applied the gist strategy in learning process. The result of observation could be seen from the following data: when the researcher observed some of students, the researcher saw that the students difficult in read the text (see observation obs-SM), and the students could not answer the question about reading comprehension that given

from the teacher (see observation obs-SMP). This data showed that the students' ability in reading comprehension was not good yet. Because the students could not read the text and the students could not answer the question. And the interview was done before the first cycle. The interview also informed that students reading comprehension still low. The researcher interviewed some students. It can be proven from the following data:

“Kurang semangat, karena saya kurang tau bagaimana caranya membaca dalam bahasa Inggris.”

From the data above, it showed that he could not read the English text. Therefore, he is not motivated in learning English especially reading comprehension.

“Tidak semangat, karena saya kurang biasa berbahasa Inggris dalam membaca.”

For the second students informant above, she said that she seldom read the English text, it made her not motivated in learning English especially reading comprehension

“Tidak, karena belum terbiasa jadi tidak semangat.”

From the answer of the third student, it was almost the same with a previous student, reading not yet be habitual activity. So, it made him not motivated in learning reading comprehension.

“Kadang, karena tidak suka sama pelajarannya.”

The last student said that he was sometimes he motivated in learning reading comprehension, because he didn't like to learn reading comprehension. It happened because he couldn't catch the explanation from the teacher or he doesn't like the matery

and he didn't understand the teacher's explanation, it made the student not like reading comprehension.

From the result of the interview above, the students' ability in reading comprehension was not good yet. Because when the researcher interviewed some students, they did not motivated in learning English especially reading comprehension and the student also hasn't a habitual to read the English text. Therefore, it made them difficult to read the English text. To support the data above, the researcher has done interview to English teacher. It could be seen from the following data:

“Sebenarnya banyak dari siswa yang suka membaca teks dalam bahasa inggris dan mereka juga mempunyai motivasi yang besar untuk bisa berbahasa inggris. Namun, banyak dari siswa yang tidak tahu arti dari teks yang mereka baca sehingga pesan yang terdapat dari teks tersebut tidak tersampaikan. Jadi mereka malas untuk melakukannya lagi.”

From the result of interview with the English teacher, it showsthat the students like to read the English text and they have a big motivation in learning. But the students said that they didn't know the meaning of the text and it makes them difficult to catch the idea from the text. All the factors caused by the students' reading comprehension low.

From the qualitative data above, it can be proven that the reason why do the students not unmotivated in learning English especially in reading comprehension, it is happened because they cannot understand the content of the passage and they cannot understand the meaning from the passage. The qualitative data can be seen in appendix 10 and 13.

Based on the result of analysis above, it can be concluded that the students' reading comprehension is still low. Therefore, the researcher would like to improve the students' reading comprehension through the gist strategy. So, the researcher continued to the first cycle.

1. Cycle I

The researcher has done some steps in the first cycle. They were planning, action, observing and reflection. The activities have been done in some steps, they are:

Planning

In this step, the researcher had prepared all of the materials that was used in the learning process, such as: preparing observation guide, interview guide, conducting the test, preparing the material that was used in gist strategy (board marker, eraser, relevant text, and etc), and preparing the camera to take the photograph.

There were some points that had been done by the researcher, all the points are put in the lesson plan, they were: competency standard, basic competences, indicator, the objectives of learning, prepare the text in subject matter, learning method, steps of learning activities, learning sources, assessment.

Action

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities that had done by the researcher, they were: 1). The researcher did appreciation by greeting the students, instructing to praying before start the learning process, checking the students' attendance list, and checking the cleanness of the classroom. 2) The researcher explained the objectives of learning.

In the main activity, there were some activities that have done by the researcher, they were: 1). The researcher gave the short text about the definition of main idea, 2) The researcher explained about the main idea briefly, 3). The researcher explained about how to found out the main idea in a paragraph, 4). The researcher mentioned the kinds of main idea itself, 5) the students identified the text that would be summarized, 6) The students separated the important point in paragraph, 7) The students read and understanding the text generally, 8) The students arranged the single sentences which discussed about the part of main idea, 9). The students read again the text, 10) the students create the revision if it was needed, 11) The researcher gave the motivation for all the students.

And the last activity of the action was closing part. In closing there were some activities that had done by the researcher, they were: 1) The researcher gave the conclusion about the lesson, 2) The researcher closed the meeting by saying the greetings.

Observation

The observation was done to observe what the students had done during the teaching learning process. It purposed to find out the information about the behavior, attitude, and all the activities during the action process. Thus, the result of the observation was collected as the data, which is used as a basic reflection.

Quantitatively, the result of the post test of the first cycle, it showed that the total score of the students was 3075 and the number of students who successes the test still 15 from 43 students, the mean of the students' score of the test was 71.51. It could be seen that the students' score in the post test 1 was increased but it is still low. The percentage of the students' score was 34.89% consisted of 15 students who successes

and got the score 80 or more. So, the post test in the first cycle was categorized unsuccessful. This data can be seen in the appendix 19, 20 and 21.

The researcher gave the post test in the first cycle. The result of the post test in the first cycle shows that the students' ability in reading comprehension increased when they used the gist strategy in learning process. It was only 15 students achieved the score 80 or more, and 28 students still got under 80.

In this phase, the result of the observation were collected to get the qualitative data, based on the data observation, there was an improvement in teaching learning process. The researcher could improve the students' reading comprehension although most of the students were still not active and they were not interested while the researcher tough them about reading comprehension. But the students only focus on the researcher's behavior (see on appendix 8).

From the students' information and the students' score above, the researcher stated to continue in cycle two in hoping to be better than before. The second cycle was held to achieve the improvement score of the students in reading comprehension.

Reflection

Reflection was the feedback of teaching learning process that was taken from the result of observation, interview, test and documentation. The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students about how they are felling in comprehending the text by using gist strategy, the problems in reading, all of it that would be asked by the researcher in the end of meeting.

Through the reflection, the researcher knew the result of the students after did the test. The researcher was remake the new materials in the second cycle to made the students focus in study reading comprehension, and the researcher would change the steps in activities while learning to make students not only focus for researcher's behavior but focus on the material and explanation. It could be seen in the result of field note (appendix 13) and the score of the test in post test of the first cycle (appendix 20).

From the students' information and the students' score above, the researcher stated that it is continued in cycle two in hoping to be better than before. The second cycle was held to achieve the improvement score of the students in reading comprehension.

2. Cycle II

The researcher chosen to continue the research in the second cycle. The aim of second cycle was to improve the students' score in reading comprehension in the post test of the first cycle.

Then, the researcher added some activities in the second cycle that have done while teaching reading comprehension in four steps: planning, action, observing, and reflecting.

Planning

In this phase, the researcher prepared new material that was enclosed in lesson plan, and added some activities to make the students be more active in teaching learning process. The lesson plan with the new material could be seen in appendix 2.

Action

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some

activities had done by the researcher, they were: 1). The researcher did appreciation by greeting the students , instructing the praying before start in the learning process , checking the students' attendance list, and checking the cleanness of the classroom. 2) The researcher explained the objectives of learning.

In the main activity, there were some activities had done by the researcher, they were: 1). The researcher gave the short text about definition of main idea, 2) The researcher explained about main idea briefly, 3). The researcher explained about how to found out the main idea in a paragraph, 4). The researcher mentioned the kinds of main idea itself, 5) the students identified the text that would be summarized, 6) The students separated the important point in paragraph, 7) The students read and understanding the text generally, 8) The students arranged the single sentences which discussed about the part of main idea, 9). The students read again the text and 10) Creating the revision if it is needed.

And the last activity of action was closing. In closing there were some activities that had done by researcher, they were: 1) The researcher gave appreciation to the efforts and result of students, 2) The researcher closed the meeting by saying the greetings.

Observation

The observation was done in the second cycle. All the activities during the teaching learning process had been observed. They were as follows: 1). Most of the students were active and interested while learning, 2) Many students thought the gist strategy more effective in improving the students' reading comprehension, and 3).The mean score of the students was categorized success 86.74.

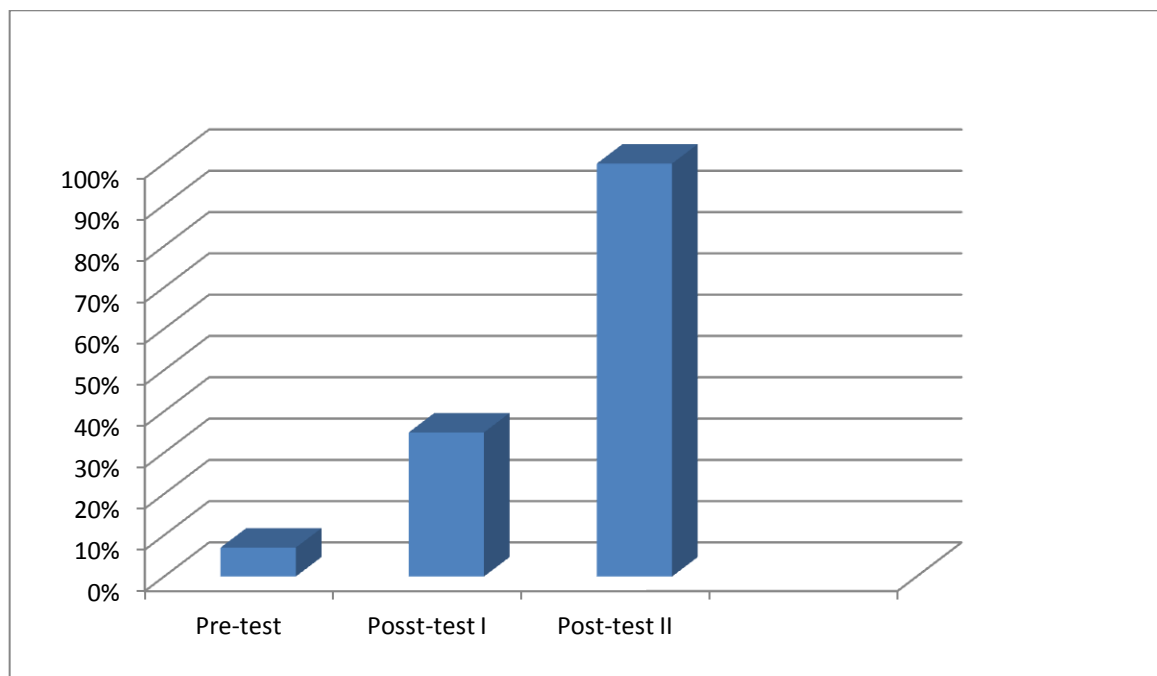
The observation was done to observe what the students had done during the teaching learning process. It purposed to find out the information about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, the result of observation were collected by the qualitative, the researcher gave the post test in the second cycle. The result of the post test in the first cycle showed that the students' ability in reading comprehension increased when they used gist strategy in learning process. Based on the data observation, there was an improvement in teaching learning process. The researcher could improve the students' reading comprehension and the students felt more interested in learning reading comprehension.

Quantitatively, the result of post test in the second cycle showed that the total score of the students was 3730 and the number of students who success the test was 43 students, and the mean of the students' score of the test was 86.74. It can be concluded that the students' score in the post test of the second cycle (post test II) improved. The percentage of the students' score was 100% consist of 43 students successes and achieved score 80 or up 80. So, the post test of the second cycle (post test II) was categorized successful. The data can be seen in the appendix 19, 20 and 21.

Based the data above, the result showed the improvement of the students' score from the pre test to the post test of the first cycle and to the post test of the second cycle. In the pre test, the students who got the score 80 or more were 3 from 43 students (7%). In the post test of the first cycle, the students who got the score 80 or more were 15 from 43 students (34.89%). In the post test of second cycle, the students who got the score 80 or more were 43 from 43 students (100%). In the first test there was 7% (3

students) who got the score 8 or more. In the second test there was 34.89% (15 students) who got the score 80 or more. It means that there was improvement about 27.89%. In the third test there was 100% (43 students) who got the score 80 or more. There was improvement about 65.11% from the second test, and about 93% from the first test to third test. Most of students' score improved from the first test to the third test.



In this research also used to test the hypothesis in this research from the compilation, it could be seen that the coefficient of t-count and t-table to $df = N - 1 = 43 - 1 = 42$, with fact $\alpha = 0.05$ was 0.304 in the coefficient of t-count (13.48) > t-table (0.304). Thus, alternative hypothesis (H_a) can be received. Based on finding, alternative hypothesis (H_a) stated that gist strategy could improve the students' reading comprehension. This data could be seen in the appendix 22 and 23.

The quantitative data above was also supported by the qualitative data taken by the interview. Interview have done when the researcher applying the strategy to the

students who got the low and high score during learning process. The result of interview with the students could be seen in appendix 14.

“Ya, karena miss menjelaskan dengan paham.”

From the statement of the students above, she stated that she can understanding the reading text, because the researcher explained about the text for the students.

“Iya, saya sangat memhaminya karena miss sudah menjelaskan satu persatu dengan jelas.”

From the statement of second student above, it showed that he can understand the text and he could catch the main idea of the text because the researcher explained detail about the material.

“Mudah, karena sudah dijelaskan miss.”

Same with the previous students, the third students felt that easy to understand the text. He stated that the teacher explained it make him easy to understand.

“Ya, karena miss menjelaskan secara detail.”

The last student admitted that she could understand the text and easy to find out the main idea of the text. It is happened because the teacher explained it more detail.

From the result of interview with students above, the students' ability in reading comprehension increased and they can achieve the target. Because the students could understand the text, they could catch the main idea of the text and the researcher explained it detail. So, the students understand about that.

Beside that, the researcher interviewed the English teacher. It was taken from the result of interview with English teacher, as follow:

“Iya ada, keaktifan siswa sangat meningkat pada siklus II ini.”

“Iya, yang tadinya hanya sebagian siswa yang tertarik dengan strategy ini, pada siklus II ini lebih banyak siswa yang tertarik.”

“Ada peningkatan yang signifikan, terlihat cara siswa mengerjakan soal dengan kemampuan mereka masing-masing. Antusias mereka juga sangat tinggi dalam belajar reading comprehension dengan menggunakan strategi gist ini, karena strategi ini juga mempermudah siswa untuk mendapatkan main idea dalam sebuah teks yang mereka baca.”

Based on the data above, it showed the good improvement to the students. And in the documentation, it was found that the students were active, interested and enthusiastic while teaching learning process after the researcher applied the gist strategy. It could be seen with the contrast of the students’ score in pre test, post test I, and post test 2.

Reflection

In this step, the feedback of teaching learning process was taken from the result of interview, observation, test and photograph. The researcher concluded that the researcher found the students’ score improved after checked the students’ test, and the researcher’s ability in teaching reading comprehension showed the improvement too.

The researcher motivated the students, it made the students’ score improved. Most of students’ score improved from the first test to the third test. It made the researcher felt to stop until this cycle (cycle II) because the students’ score in comprehend the text improved through gist strategy.

B. Discussion

The research was conducted to find out the improving of students' reading comprehension through gist strategy. The gist strategy was one of many strategies which can be used by the researcher in teaching English especially to help the students to comprehend the reading text.

According Michael and Robert on their book, GIST is as the capacity to comprehend and convey generalized meaning from complex information during everyday activities such as reading new stories, hearing medical information learning how to use new devices, watching movies, making financial decisions, or writing job descriptions.

Based on the theory above, it proved that the gist strategy was effective to be applied in teaching English. It could be seen in the table of students' score, there was improvement in every test from the pre test, post test I, and post test II. The implementation of gist strategy could help the students in comprehending the reading text. And the researcher could control the situation and condition of the class better.

Based on the data qualitative, it was taken from the result of observation and interview. It was found that the class ran effectively and the students more active while learning. The students focused and paid attention to the researcher when the researcher explained about the lesson. And the students were enthusiastic and interested in learning English. Then, there was the improvement of the researcher in teaching English especially reading comprehension. It could be proven from the result of observation that the researcher could activate the students in learning. It made the students' score improved and achieved the target (KKM). It indicated that the implementation of gist strategy can help the students in comprehending the reading text.

From the explanation above, the research could be concluded that the implementation of gist strategy can improve the students' reading comprehension. It could be seen from quantitative data which the students' score got better in every test: pre test, post test I, and post test II. And also it could be showed by the qualitative data which prove the researcher could control the class better and the students were active and interested in learning English and easy to comprehend the reading text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data, it could be concluded that:

1. Preliminary Study

The result of preliminary study showed that the ability of students in reading comprehension was still low, they was still confuse in answer the test and most of them could not answer the test. The number of students who followed the test was 43 students. The result of pre-test, the total score of the students was 2245 and the mean of students' score was 52.21 and the percentage of the students' score of the test was 7% or only 3 students who succeeded or got score up to 80. On the other hand, 40 students unsuccessed or didn't get score up to 80.

2. Cycle I

The result of the observation were collected to get the qualitative data, based on the data observation, there was an improvement in teaching learning process but still low. It can be seen from the result of the post test of the first cycle, it showed that the total score of the students was 3075 and the number of students who successes the test still 15 from 43 students, the mean of the students' score of the test was 71.51. The percentage of the students' score was 34.89% consists of 15 students who successes and got the score 80 or more.

3. Cycle II

In cycle II, the students were active, enthusiastic, and interested in learning reading comprehension. It could be seen from the result of interview and observation.

The result of post test in the second cycle showed that the total score of the students was 3730 and the number of students who success the test was 43 students, and the mean of the students' score of the test was 86.74. The percentage of the students' score was 100% consist of 43 students successes and achieved score 80 or up 80. So, the post test of the second cycle (post test II) was categorized successful.

Finally, the research has done in two cycles because the researcher had solved the problems which found during teaching learning process.

B. Suggestions

Based on the result of this research, the researcher suggests that:

1. For the headmaster

The headmaster can suggest the English teacher to apply the gist strategy in teaching reading comprehension because the result of this research showed that the gist strategy can improve the students' reading comprehension

2. For the English teachers

The researcher suggest for the English teachers in this school try to use gist strategy in teaching English especially reading comprehension. And the researcher suggest that as a teacher should be always learn to understanding the students, and upgrade the skill in teaching to create the best generation in future.

3. For the students

The students are expected to improve and always exercise the ability especially in reading comprehension because it is important thing in getting information in written text.

4. For the next researchers

This research can be a reference as a new researchers and the gist strategy can conducted in the other school.

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Appendix 1

SIKLUS I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Madrasah : MTs Al-Washliyah Tembung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/II (Genap)

Alokasi Waktu : 2 × 40 menit (2 × pertemuan)

A. Standar Kompetensi : Membaca

5. Memahami makna dalam esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar :

5.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator

1. Mengetahui definisi main idea

2. Mengidentifikasi main idea dalam sebuah teks
3. Mengidentifikasi jenis-jenis main idea

D. Tujuan Pembelajaran

1. Siswa mengetahui definisi main idea
2. Siswa mampu mengidentifikasi main idea dalam sebuah teks
3. Siswa mampu mengidentifikasi jenis-jenis main idea

E. Materi Pokok

1. Definition of Main Idea

Main idea is the most important thing the paragraph says about the topic. The topic is what a paragraph is all about.

2. Identification of Main Idea

Hiking

On Friday I went to Mount Bromo. It is one of the mountains that I want to see very much. It is near Probolinggo. That is why I stayed at Nida and Hasan's house at Cemara Lawang, Probolinggo.

Ingat :

- *main idea* adalah ide pokok (gagasan utama) dalam suatu paragraf.
- *main idea* dapat diletakkan di depan, tengah atau akhir paragraf.

Contoh

:

Main idea pada paragraf di atas terdapat di awal paragraf yaitu : " On Friday I went to Mount Bromo".

3. Jenis-jenis main idea

- Main idea diawal paragraph

Melisa

Melissa is a good student. She studies a lot and is at the top of her class. She was valedictorian when she graduated from elementary school. Melissa loves books and reads them all the time.

Answer: main idea of this passage is Melissa is good student.

- Main idea ditengah paragraph

Counterfeit Drugs

Let not the ordinary people, doctors or those who are experts in the field of medicine was difficult to distinguish where the counterfeit and where the original. In fact, counterfeit drugs are very difficult to distinguish from the original. Not only the packaging looks the same. The color of the medicine is also very similar to the original medicine. In fact, the smell and taste are almost the same.

Main idea of the paragraph above is “In fact, counterfeit drugs are very difficult to distinguish from the original”.

- Main idea diakhir paragraph

Maya

Maya is a poor student, but keeps her grades up enough to barely pass. She isn't interested in school. She doesn't like to read anything, except for sports magazines.

Answer: main idea of this article is Maya isn't interested in school, and doesn't like to read.

F. Metode Pembelajaran

- Gist Strategy

G. Langkah-Langkah Kegiatan

Pertemuan Ke I:

Kegiatan Awal (10*)

- Mengucapkan salam dengan siswa ketika memasuki ruang kelas
- Berdoa sebelum memulai pelajaran
- Mengecek kehadiran siswa
- Mengecek kerapian dan kebersihan ruang kelas

Kegiatan Inti (60*)

Eksplorasi (20*)

- Guru memberikan penjelasan tentang main idea kepada siswa
- Guru menjelaskan cara untuk menemukan main idea dalam sebuah paragraph
- Guru menjelaskan jenis-jenis yang terdapat dalam main idea

Elaborasi (30*)

- Siswa mengidentifikasi teks yang ingin dirangkum
- Siswa memilih poin yang akan di batasi, terutama poin utama, dimana rangkuman itu berada
- Siswa terlebih dahulu membaca seluruh teks untuk memahami isinya secara umum
- Siswa menyusun sebuah kalimat tunggal yang membahas tentang bagian main idea tersebut
- Siswa membaca kembali kalimat inti yang telah di buat dan membuat revisi jika diperlukan
- Siswa menerapkan strategi ini untuk bagian yang lain dalam menemukan main idea

Konfirmasi (10*)

- Memberikan umpan balik terhadap siswa dengan memberikan penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya.

- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan motivasi belajar terhadap siswa

Kegiatan Akhir (10*)

- Guru memberikan kesimpulan tentang pelajaran yang telah selesai dilaksanakan
- Guru menutup pelajaran dengan mengucapkan salam

Pertemuan Ke II:

Kegiatan Awal (10*)

- Mengucapkan salam dengan siswa ketika memasuki ruang kelas
- Berdoa sebelum memulai pelajaran
- Mengecek kehadiran siswa
- Mengecek kerapian dan kebersihan ruang kelas

Kegiatan Inti (60*)

Eksplorasi (20*)

- Guru memberikan penjelasan tentang main idea kepada siswa
- Guru menjelaskan cara untuk menemukan main idea dalam sebuah paragraph
- Guru menjelaskan jenis-jenis yang terdapat dalam main idea

Elaborasi (30*)

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- Siswa memilih poin yang akan dibatasi, terutama poin utama, dimana rangkuman itu berada
- Siswa terlebih dahulu membaca seluruh teks untuk memahami isinya secara umum

- Siswa menyusun sebuah kalimat tunggal yang membahas tentang bagian main idea tersebut
- Siswa membaca kembali kalimat inti yang telah di buat dan membuat revisi jika diperlukan
- Siswa menerapkan strategi ini untuk bagian yang lain dalam menemukan main idea

Konfirmasi (10*)

- Memberikan umpan balik terhadap siswa dengan membberikan penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksan akan secara konsisten dan terprogram.
- Memeberikan motivasi belajara terhadap siswa

Kegiatan Akhir (10*)

- Guru member ksimpulan tentang pelajaran yang telah selesai dilaksanakan
- Guru menutup pelajaran dengan mengucapkan salam

H. Sumber

- Nancy Rogers Bosso, (2015), *Reading Comprehension Grade 8*, USA: Carson-Dellosa Publishing.
- Heri, (2012), *Main Idea*, (<http://heriyansah-spd.blogspot.co.id/2012/11/main-idea.html>). Accessed on 14th of April 2018.

I. Bahan

- Papan tulis
- Spidol
- Teks yang terkait

- Bacaan yang terkait

J. Penilaian

- Teknik penilaian : Tes tertulis
- Bentuk penilaian : Tes pilihan ganda (individu)
- Instrument penilaian : Terlampir

Tembung, , ,2018

Mengetahui

Kepala MTs. Al-washliyyah

Guru Mata Pelajaran

Peneliti

Tembung

Muhammad Yunus, S.Ag

Titik Atika, S.Pd.I

Zumrotus Sa'adah Albantany

Appendix 2

SIKLUS II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Madrasah : MTs Al-Washliyah Tembung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/II (Genap)

Alokasi Waktu : 2 × 40 menit (2 × pertemuan)

A. Standar Kompetensi : Membaca

5. Memahami makna dalam esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

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4. Mengetahui definisi main idea

5. Mengidentifikasi main idea dalam sebuah teks
6. Mengidentifikasi jenis-jenis main idea

D. Tujuan Pembelajaran

4. Siswa mengetahui definisi main idea
5. Siswa mampu mengidentifikasi main idea dalam sebuah teks
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Main idea is the most important thing the paragraph says about the topic. The topic is what a paragraph is all about.

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On Friday I went to Mount Bromo. It is one of the mountains I want to see very much. It is near Probolinggo. That is why I stayed at Nida and Hasan's house at Cemara Lawang, Probolinggo.

Ingat :

- *main idea* adalah ide pokok (gagasan utama) dalam suatu paragraf.
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- Main idea di awal paragraph

Melissa

Melissa is a good student. She studies a lot and is at the top of her class. She was valedictorian when she graduated from elementary school. Melissa loves books and reads them all the time.

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Main idea of the paragraph above is “In fact, counterfeit drugs are very difficult to distinguish from the original”.

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Maya is a poor student, but keeps her grades up enough to barely pass. She isn't interested in school. She doesn't like to read anything, except for sports magazines.

Answer: main idea of this article is Maya isn't interested in school, and doesn't like to read.

F. Metode Pembelajaran

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- Siswa mengidentifikasi teks yang ingin dirangkum
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- Siswa terlebih dahulu membaca seluruh teks untuk memahami isinya secara umum
- Siswa menyusun sebuah kalimat tunggal yang membahas tentang bagian main idea tersebut
- Siswa membaca kembali kalimat inti yang telah di buat dan membuat revisi jika diperlukan
- Siswa menerapkan strategi ini untuk bagian yang lain dalam menemukan main idea

Konfirmasi (10*)

- Memberikan umpan balik terhadap siswa dengan membberikan penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya.

- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan motivasi belajar terhadap siswa

Kegiatan Akhir (10*)

- Guru memberikan kesimpulan tentang pelajaran yang telah selesai dilaksanakan
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Pertemuan Ke II:

Kegiatan Awal (10*)

- Mengucapkan salam dengan siswa ketika memasuki ruang kelas
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- Siswa menerapkan strategi ini untuk bagian yang lain dalam menemukan main idea

Konfirmasi (10*)

- Memberikan umpan balik terhadap siswa dengan membberikan penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya.
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- Teknik penilaian : Tes tertulis
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- Instrument penilaian : Terlampir

Tembung, , ,2018

Mengetahui

Kepala MTs. Al-washliyyah Guru Mata Pelajaran Peneliti

Tembung

Muhammad Yunus, S.Ag

Titik Atika, S.Pd.I

Zumrotus Sa'adah Albantany

Appendix 3

Pre-Test and Post Tes1

Name :

Class : VIII

Lesson : English

Time :60 Minutes

Choose the correct answer!

Read the text to answer questions 1-2

Dear Tissa,

Do you still remember about my school program to take part in Go Green Campaign? Well, last Sunday we'd started the program. The big plan is to clean our school neighborhood and to make it green with plants.

Yesterday we began with cleaning the school. We came early and worked together until noon. Everybody from teachers to students took part in it. It was very fun. Because we were doing it together, it didn't feel heavy. Next week, we're going to start planting some trees. I'll write to you again about it.

Your friend,

Ully

1. What did Ully do last Sunday?
 - a. Planting some trees
 - b. Cleaning her home
 - c. Promoting the Go Green Campaign
 - d. Cleaning her school neighborhood
2. What does the school's plan to do Go Green?
 - a. By cleaning the school
 - b. By planting some trees

- c. By cleaning the school and greening the neighborhood
- d. By asking the teachers and students to participate

Read the text to answer questions 3-4

Rafflesia can be found in the forests of Malaysia, Southern Thailand, Sumatra and Java. But, Rafflesia flowers are fairly hard to locate. It is especially difficult to see them in bloom. Its buds take up to 10 months to develop while its blossom lasts for just a few days.

Rafflesia has brownish, scale like leaves and fleshy, smelling flowers of various sizes, from few inches to meter big in diameter. We usually notice its large fleshy flowers. There is a deep well in the centre of the flowers. The sexual organs are located beneath the rim of the disk. Male and female flowers are separate.

The reddish brown colors of the petals, sprinkled with white freckles produce unpleasant stench, similar to rotting flesh. This would attract flies and insects which help disperse the seeds. Rafflesia is parasite, which means it takes the nutrient out of its host.

- 3. The text *mainly* describes... of Rafflesia
 - a. The location
 - b. The petals
 - c. The sexual organs
 - d. Physical look
- 4. It is hard to *find* Rafflesia because of its...
 - a. Location.
 - b. Short Life.
 - c. Large Size.
 - d. Smell.

Read the text and answer question 5

It was Sunday morning December 26th 2004. The day that I would never forget forever. We went to the beach in Meulaboh, Aceh. Many people were there when I arrived.

When we were enjoying the beautiful sunrise, suddenly we were shocked by a violent shake in the ground. Everybody in the beach was panic. We soon realized that it was a very big earthquake although it struck in a very short period of time.

After that, we saw the water going on into the middle of the sea. No wonder if there were many kinds of fish left behind on the sand. We all seemed to be astonished by the view until we realized that there was a huge wave coming towards us and destroying everything in its way. I didn't realize what had happened until I found myself hanging on a branch of a tree.

5. The text mainly discusses ...
- a. The story about terrible a earthquake
 - b. The writer's experience with a big earthquake
 - c. The steps to avoid danger in your life
 - d. The description of a beach in meulaboh

Read the following text and answer the question number 6-7

On The Beach

Amir and Bima are SMP Students. They live in Bandung. Bandung and its surroundings are mountainous and hilly areas. They usually go to the beach during the holidays, they can choose one from many beautiful beaches on Java island are Pantai Carita, the beach in Pelabuhan Ratu, Pangandaran, Ancol, Parangtritis, while Sanur, and Kuta are in Bali.

6. What are Amir and Bima?
- a. Teachers
 - b. Customers
 - c. SMP students
 - d. SMA students
7. Where do they usually go during the holidays?
- a. The sea
 - b. The mountain
 - c. The beach
 - d. The valley

Read the following text and answer the question number 8

I have new friend named Timmy. I met him when we attended a national jamboree in Cibubur. He is from Ambon. He is kind and friendly. No wonder, he could make many friends during the event, including me.

He is a year younger than me, but we are in the same grade. He has dark brown skin, curly black hair, a pair of brown eyes and a pointed nose. He is the tallest among participants.

We still keep in touch via social media, he often talks about his culture and hometown.

8. Paragraph two informs us about Timmy's . . .
- a. Hobbies c. Characters
 - b. Activities d. Appearance

Read the text to answer question 9

My Best Friend

My name is Ary. Three years ago when I was in junior high school, I met two people that later became my best friends. The first one was Eric. He was an athlete for our school. He was tall and muscular. The other one was Ricky. He was a very diligent student. He liked to read the encyclopedia and he ranked first in my class.

I liked them both because they were very friendly to other people. Even though Eric and Ricky were very famous in our school, they were not arrogant. They met friends with anybody including me.

9. Who were Ary's best friends?
- a. Andi and Eric
 - b. Eric and Putra
 - c. Ricky and Eric
 - d. Sigit and Ricky

Read the text to answer the questions 10-11**Young Stars**

The finalists of Akademi Fantasi Indosiar 1 (AFI) are wonderful young people. Mawar who was born on 26 February 1985 is a cute girl. She has straight, short hair. Her bright skin, chubby cheeks, and lovely smile make her look very marvellous. She is not very tall. However, her weight which is 40kg matches her body well and makes her look cute.

Unlike Mawar, Ve looks tall. She is 1,69 meters tall. She looks quite slim. She weights 45kg. Compared to Mawar, Ve looks darker. The 22 year old girl has black, straight hair.

Another finalist is Ismail who is better known as smile. The young man who was born on 16 September 1983 looks much bigger and taller than his two female friends. He is tall and muscular. His complexion is fair and his hair is short and straight.

10. What do you think about Mawar ...

- a. She is taller than Ve
- b. She is heavier than Ve
- c. She is younger than Smile
- d. Her skin is darker than

11. The text is about ...

- a. Mawar AFI
- b. Ve AFI
- c. Ismail AFI
- d. The finalists of AFI

Read the text to answer questions 12-13**Seasons**

It is in the middle of summer, the air is very hot and dry. The temperature is about 34 degrees Celsius. I am sitting by the window of my living room, looking at the streets and drinking some ice lemon tea. Sometimes I wonder why the weather in my hometown is always bad in each season. Last winter, a big snow storm paralysed this city and lasted almost a month. But things are not easy in the spring. The snow melted into mud and it covered the city. The previous summer was worse, lots of people dehydrated because of the heat. Hopefully, next fall will not be as bad as the last one. Last fall the wind and the rain were pretty bad.

12. What season is it?

- a. Spring c. Winter
- b. Summer d. Fall

13. What struck the city last winter was?

- a. A snow storm
- b. A tropical hurricane
- c. A snow fall
- d. A snow flake

Read the text to answer questions 14-15

Botanical Garden

I went to a botanical garden. It was large, landscaped parks where plants were grown for scientific purposes and for public display. People could stroll down flowers bordered paths or sat on benches and admired the beautiful plants. Most of the plants were labelled with their popular as well as their scientific names.

In greenhouse, long, low buildings made of glass and artificially heated; the more delicate plants were cultivated.

One of the greatest botanical gardens in the world today is the Royal Botanic Garden at Kew, England. It is commonly known as Kew Gardens. One of the largest botanical gardens in the United States is the New York Botanical Gardens, Bronx, New York, which contains 13.000 species varieties of plants.

14. Where the Royal Botanical Garden at Kew?

- a. In Europe
- b. In England
- c. In West Europe
- d. In East Europe

15. What are botanical gardens used for? All the answers are correct, except...

- a. For camping
- b. For scientific researches
- c. For scientific purpose
- d. For public display

Read the text to answer question 16

If you are a sports fan, you are sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits.

His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities.

All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

16. What is the main idea of the third paragraph?

- a. Michael Jordan is handsome.
- b. Everyone dreams to be Michael Jordan.
- c. His playing ability is great.
- d. Michael Jordan has great personality

Read the following text to answer question number 17

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The losing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The losing rooster immediately came out of its corner and ruled the farm yard from then on.

17. What can we learn from the story?

- a. There's always a bigger enemy in this life
- b. Your friend can be your enemy
- c. Always grab an opportunity before you
- d. Don't be cocky when we have achieved our goal

Read the following text and answer the question number 18-19

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

18. According to the passage, we know that Peter is

- a. The writer's youngest brother
- b. The writer's elder brother
- c. A naughty boy
- d. A friendly boy

19. It is implied in the passage that

- a. Peter is naughty.
- b. Peter is lazy.
- c. Peter is unfriendly.
- d. Peter is diligent.

Read the text to answer question 20

Last autumn I was in India during Diwali, the "Festival of Lights" which takes place every year to celebrate the victory of good over evil. This festival lasts for five days and is held at the end of October or in the first week of November.

Preparations began weeks before the event. People cleaned their homes and painted wonderful designs called rangolis on the walls and floors. They bought beautiful new clothes and jewelry to wear during the festival. Women made delicious sweets which were better than any others I have ever tasted.

During the five days of Diwali, every home and temple was decorated, inside and outside, with lovely clay lamps and colorful candles. After dark, the whole neighborhood glittered with thousands of tiny lights, as though in a fairy tale. Excited children set off firecrackers, and at first I was frightened by the loud bangs, but the spectacular display was so fascinating that I soon joined in the spirit of celebration.

Diwali is a deeply moving festival. I am very grateful I had the chance to share in this celebration of peace and harmony. I have fond memories of the experience, and in particular I will never forget how friendly and generous people were.

20. What is Diwali?

- a. Celebration
- b. Wonderful designs
- c. Festival of Lights
- d. Home and temple in India

Appendix 4

Answer Key

Pre Test and Post Test 1

- | | |
|-------|-------|
| 1. D | 11. C |
| 2. C | 12. B |
| 3. D | 13. A |
| 4. B | 14. C |
| 5. B | 15. D |
| 6. C | 16. D |
| 7. C | 17. D |
| 8. D | 18. A |
| 9. D | 19. D |
| 10. D | 20. C |

Appendix 5

Post Test 2

Name :

Class : VIII

Lesson : English

Time :60 Minutes

Choose the correct answer!

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- d. Peter is diligent.

Read the text to answer question 20

Last autumn I was in India during Diwali, the "Festival of Lights" which takes place every year to celebrate the victory of good over evil. This festival lasts for five days and is held at the end of October or in the first week of November.

Preparations began weeks before the event. People cleaned their homes and painted wonderful designs called rangolis on the walls and floors. They bought beautiful new clothes and jewelry to wear during the festival. Women made delicious sweets which were better than any others I have ever tasted.

During the five days of Diwali, every home and temple was decorated, inside and outside, with lovely clay lamps and colorful candles. After dark, the whole neighborhood glittered with thousands of tiny lights, as though in a fairy tale. Excited children set off firecrackers, and at first I was frightened by the loud bangs, but the spectacular display was so fascinating that I soon joined in the spirit of celebration.

Diwali is a deeply moving festival. I am very grateful I had the chance to share in this celebration of peace and harmony. I have fond memories of the experience, and in particular I will never forget how friendly and generous people were.

23. What is Diwali?

- a. Celebration
- b. Wonderful designs
- c. Festival of Lights
- d. Home and temple in India

Read the following text and answer the question number 8-9

I have new friend named Timmy. I met him when we attended a national jamboree in Cibubur. He is from Ambon. He is kind and friendly. No wonder, he could make many friends during the event, including me.

He is a year younger than me, but we are in the same grade. He has dark brown skin, curly black hair, a pair of brown eyes and a pointed nose. He is the tallest among participants.

We still keep in touch via social media, he often talks about his culture and hometown.

24. Paragraph two informs us about Timmy's . . .

- a. Hobbies
- c. Characters
- b. Activities
- d. Appearance

Read the text to answer question 9

My Best Friend

My name is Ary. Three years ago when I was in junior high school, I met two people that later became my best friends. The first one was Eric. He was an athlete for our school. He was tall and muscular. The other one was Ricky. He was a very diligent student. He liked to read the encyclopedia and he the ranked first in my class.

I liked them both because they were very friendly to other people. Even though Eric and Ricky were very famous in our school, they were not arrogant. They met friends with anybody including me.

25. Who were Ary's best friends?

- e. Andi and Eric
- f. Eric and Putra
- g. Ricky and Eric
- h. Sigit and Ricky

Read the text to answer the questions 10-11

Young Stars

The finalists of Akademi Fantasi Indosiar 1 (AFI) are wonderful young people. Mawar who was born on 26 February 1985 is a cute girl. She has straight, short hair. Her bright skin, chubby cheeks, and lovely smile make her look very marvellous. She is not very tall. However, her weight which is 40kg matches her body well and makes her look cute.

Unlike Mawar, Ve looks tall. She is 1,69 meters tall. She looks quite slim. She weights 45kg. Compared to Mawar, Ve looks darker. The 22 year old girl has black, straight hair.

Another finalist is Ismail who is better known as smile. The young man who was born on 16 September 1983 looks much bigger and taller than his two female friends. He is tall and muscular. His complexion is fair and his hair is short and straight.

26. What do you think about Mawar ...

- e. She is taller than Ve
- f. She is heavier than Ve
- g. She is younger than Smile
- h. Her skin is darker than

27. The text is about ...

- e. Mawar AFI
- f. Ve AFI
- g. Ismail AFI
- h. The finalists of AFI

Read the text to answer questions 1-2

Dear Tissa,

Do you still remember about my school program to take part in Go Green Campaign? Well, last Sunday we'd started the program. The big plan is to clean our school neighborhood and to make it green with plants.

Yesterday we began with cleaning the school. We came early and worked together until noon. Everybody from teachers to students took part in it. It was very fun. Because we were doing it together, it didn't feel heavy. Next week, we're going to start planting some trees. I'll write to you again about it.

Your friend,

Ully

28. What did Ully do last Sunday?

- e. Planting some trees
- f. Cleaning her home
- g. Promoting the Go Green Campaign
- h. Cleaning her school neighborhood

29. What does the school's plan to do Go Green?

- e. By cleaning the school
- f. By planting some trees
- g. By cleaning the school and greening the neighborhood
- h. By asking the teachers and students to participate

Read the text to answer questions 3-4

Rafflesia can be found in the forests of Malaysia, Southern Thailand, Sumatra and Java. But, Rafflesia flowers are fairly hard to locate. It is especially difficult to see them in bloom. Its buds take up to 10 months to develop while its blossom lasts for just a few days.

Rafflesia has brownish, scale like leaves and fleshy, smelling flowers of various sizes, from few inches to meter big in diameter. We usually notice its large fleshy flowers. There is a deep well in the centre of the flowers. The sexual organs are located beneath the rim of the disk. Male and female flowers are separate.

The reddish brown colors of the petals, sprinkled with white freckles produce unpleasant stench, similar to rotting flesh. This would attract flies and insects which help disperse the seeds. Rafflesia is parasite, which means it takes the nutrient out of its host.

30. The text *mainly* describes... of Rafflesia

- e. The location
- f. The petals
- g. The sexual organs
- h. Physical look

31. It is hard to *find* Rafflesia because of its...

- a. Location.
- b. Short Life.
- c. Large Size.
- d. Smell.

Read the text and answer question 5

It was Sunday morning December 26th 2004. The day that I would never forget forever. We went to the beach in Meulaboh, Aceh. Many people were there when I arrived.

When we were enjoying the beautiful sunrise, suddenly we were shocked by a violent shake in the ground. Everybody in the beach was panic. We soon realized that it was a very big earthquake although it struck in a very short period of time.

After that, we saw the water going on into the middle of the sea. No wonder if there were many kinds of fish left behind on the sand. We all seemed to be astonished by the view until we realized that there was a huge wave coming towards us and destroying everything in its way. I didn't realize what had happened until I found myself hanging on a branch of a tree.

32. The text mainly discusses ...
- a. The story about terrible a earthquake
 - b. The writer's experience with a big earthquake
 - c. The steps to avoid danger in your life
 - d. The description of a beach in meulaboh

Read the following text and answer the question number 6-7

On The Beach

Amir and Bima are SMP Students. They live in Bandung. Bandung and its surroundings are mountainous and hilly areas. They usually go to the beach during the holidays, they can choose one from many beautiful beaches on Java island are Pantai Carita, the beach in Pelabuhan Ratu, Pangandaran, Ancol, Parangtritis, while Sanur, and Kuta are in Bali.

33. What are Amir and Bima?
- e. Teachers
 - f. Customers
 - g. SMP students
 - h. SMA students
34. Where do they usually go during the holidays?
- a. The sea
 - b. The mountain
 - c. The beach
 - d. The valley

Read the text to answer questions 12-13

Seasons

It is in the middle of summer, the air is very hot and dry. The temperature is about 34 degrees Celsius. I am sitting by the window of my living room, looking at the streets and drinking some ice lemon tea. Sometimes I wonder why the weather in my hometown is always bad in each season. Last winter, a big snow storm paralysed this city and lasted almost a month. But things are not easy in the spring. The snow melted into mud and it covered the city. The previous summer was worse, lots of people

dehydrated because of the heat. Hopefully, next fall will not be as bad as the last one.

Last fall the wind and the rain were pretty bad.

35. What season is it?

- c. Spring c. Winter
- d. Summer d. Fall

36. What struck the city last winter was?

- e. A snow storm
- f. A tropical hurricane
- g. A snow fall
- h. A snow flake

Read the text to answer questions 14-15

Botanical Garden

I went to a botanical garden. It was large, landscaped parks where plants were grown for scientific purposes and for public display. People could stroll down flowers bordered paths or sat on benches and admired the beautiful plants. Most of the plants were labelled with their popular as well as their scientific names.

In greenhouse, long, low buildings made of glass and artificially heated; the more delicate plants were cultivated.

One of the greatest botanical gardens in the world today is the Royal Botanic Garden at Kew, England. It is commonly known as Kew Gardens. One of the largest botanical gardens in the United States is the New York Botanical Gardens, Bronx, New York, which contains 13.000 species varieties of plants.

37. Where the Royal Botanical Garden at Kew?

- e. In Europe
- f. In England
- g. In West Europe
- h. In East Europe

38. What are botanical gardens used for? All the answers are correct, except...

- e. For camping
- f. For scientific researches
- g. For scientific purpose
- h. For public display

Read the text to answer question 16

If you are a sports fan, you are sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits.

His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities.

All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

39. What is the main idea of the third paragraph?

- e. Michael Jordan is handsome.
- f. Everyone dreams to be Michael Jordan.
- g. His playing ability is great.
- h. Michael Jordan has great personality

Read the following text to answer question number 17

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The losing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The losing rooster immediately came out of its corner and ruled the farm yard from then on.

40. What can we learn from the story?

- a. There's always a bigger enemy in this life
- b. Your friend can be your enemy
- c. Always grab an opportunity before you
- d. Don't be cocky when we have achieved our goal

Appendix 6

Answer Key of Post Test 2

- | | |
|-------|-------|
| 1. A | 11. B |
| 2. D | 12. B |
| 3. C | 13. C |
| 4. D | 14. C |
| 5. D | 15. B |
| 6. D | 16. A |
| 7. C | 17. C |
| 8. D | 18. D |
| 9. C | 19. D |
| 10. D | 20. D |

Appendix 7

Field Note

Observasi ke : I

Latar / tempat : Ruang Kelas

Waktu : 28 April 2018

Peneliti : Zumrotus Sa'adah Albantany

| Deskripsi | Catatan Pinggir | Refleksi | Hipotesis | Kode |
|--|--|------------------------------------|-----------|------|
| Pada pukul 13.00 wib guru memasuki ruangan kelas. | Guru memasuki ruang kelas. | Guru datang tepat waktu | | |
| Guru memberikan salam kepada para siswa “assalamu alaikum students”, para siswa pun menjawab “walaikum salam mam”, guru menyapa siswa “good afternoon” mereka pun menjawab “good | Guru memberikan sapaan terhadap siswa. | Guru bersikap ramah terhadap siswa | | |
| | Memulai pelajaran | | | |

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|---|---|--|----------------------|----------------|
| <p>afternoon mam”.</p> <p>Guru menyuruh siswa untuk membuka buku pelajaran bahasa inggris.</p> <p>Kemudian, guru menyuruh siswa untuk membaca text reading yang ada dalam buku pelajaran tersebut.</p> <p>Beberapa siswa merasa kesulitan saat membaca text reading.</p> <p>Banyak siswa yang merasa kesulitan dalam membaca kata “reported, retired, cousins, etc”</p> <p>Setelah itu, guru membacakan</p> | <p>Kesulitan siswa dalam membaca</p> <p>Pemberian penjelasan terhadap pelajaran</p> <p>Memberikan evaluasi terhadap siswa</p> | <p>Guru belum berhasil mengajarkan siswa dalam membaca text reading</p> <p>Guru mengajar dengan serius</p> | <p>Sulit membaca</p> | <p>Obs1-SM</p> |
|---|---|--|----------------------|----------------|

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|---|--|---|----------------------------------|-----------------|
| <p>cara baca yang benar terhadap text tersebut.</p> <p>Lalu, guru memberikan penjelasan terhadap text yang tersebut. Setelah itu, guru memberikan pertanyaan yang terkait dengan text tersebut.</p> <p>Siswa menjawab pertanyaan yang diberikan oleh guru. Siswa menjawab pertanyaan yang mudah terlebih dahulu kemuddian yang sullit. Namun, banyak siswa yang salah</p> | <p>Kesalahan siswa dalam menjawab Pertanyaan</p> <p>Menutuup pelajaran</p> | <p>Materi yang di ajarkan oleh guru belum dipahami oleh siswa</p> | <p>Salah menjawab pertanyaan</p> | <p>Obs1-SMP</p> |
|---|--|---|----------------------------------|-----------------|

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| <p>dalam menjawab pertanyaan.</p> <p>Setelah seluruh siswa selesai, guru menyuruh untuk mengumpulkan semua buku siswa ke depan meja guru.</p> <p>Kemudian menjawab pertanyaan bersama-sama.</p> <p>Lalu, guru menutup pelajaran dengan salam dan keluar kelas.</p> | | | | |
|--|--|--|--|--|

Appendix 8

Field Note

Observasi ke : II

Latar / tempat : Ruang Kelas

Waktu : 9 April 2018

Peneliti : Zumrotus Sa'adah Albantany

| Deskripsi | Catatan Pinggir | Refleksi | Hipotesis | Kode |
|---|---|--|------------------|-------------|
| Pada pukul 13.00 wib guru memasuki ruang kelas. Guru memberikan salam kepada para siswa “assalamu alaikum students”, para siswa pun menjawab “wa alikum salam mam”, guru menyapa siswa “good afternoon” mereka pun | Guru memasuki ruang kelas. Guru memberikan sapaan terhadap siswa. Memulai pelajaran | Guru datang tepat waktu Guru bersikap ramah terhadap siswa. | | |

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|---|---|--|--|--|
| <p>menjawab “good afternoon mam”.</p> <p>Guru menuliskan text reading di papan tulis yang berjudul “Hiking”.</p> <p>Kemudian, guru menyuruh beberapa siswa untuk membaca text reading yang ada di papan tulis secara bergiliran.</p> <p>Pada saat membaca text reading, guru memperbaiki bacaan siswa yang salah.</p> <p>Beberapa siswa merasa kesulitan saat membaca text reading,</p> | <p>Kesulitan siswa dalam membaca</p> <p>Pemberian penjelasan terhadap pelajaran</p> | <p>Guru belum berhasil dalam mengajarka n siswa membaca teeks reading.</p> <p>Guru sangat serius dalam mengajar reading comprehensi on</p> | <p>Sulit membaca</p> <p>Tidak memperhati</p> | <p>Obs 2- SM</p> <p>Obs 2-</p> |
|---|---|--|--|--|

| | | | | |
|---|---|--|--|---|
| <p>namun ada sedikit peningkatan dari pada sebelumnya. Banyak siswa yang merasa kesulitan dalam membca kata “mountains dan stayed.”</p> <p>Lalu, guru memberikan penjelasan tentang bagaimana mencari main idea dari sebuah text reading dengan menggunakan gist strategy.</p> <p>Namun, banyak siswa yang kurang memperhatikan terhadap pelajaran guru tersebut.</p> | <p>Siswa tidak memperhatikan kan guru saat menjelaskan pelajaran</p> <p>Memberikan evaluasi terhadap siswa</p> <p>Kesalahan siswa dalam</p> | <p>Guru belum bisa menarik minat belajar siswa.</p> <p>Guru mencoba untuk mengetahui kemampuan siswa</p> | <p>kan guru</p> <p>Salah menjawab pertanyaan</p> | <p>TM G</p> <p>Obs 2- SMP</p> |
|---|---|--|--|---|

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|---|---|--|--|--|
| <p>Mereka lebih focus dengan kegiatan sendiri seperti: bercerita dengan teman sebangku, mengganggu teman, serta mereka hanya focus terhadap tingkah laku guru. Sehingga suasana kelas menjadi kurang kondusif.</p> <p>Setelah itu, guru mendistribusikan tes tentang reading comprehension.</p> <p>Siswa menjawab tes yang diberikan oleh guru.</p> | <p>menjawab Pertanyaan</p> <p>Menutup pelajaran</p> | <p>Guru belum berhasil mengajarkan reading comprehension</p> | | |
|---|---|--|--|--|

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|---|--|--|--|--|
| <p>Siswa menjawab pertanyaan yang mudah terlebih dahulu kemuddian yang sullit. Namun, banyak siswa yang salah dalam menjawab pertanyaan.</p> <p>Setelah seluruh siswa selesai, guru menyuru untuk mengumpulka n semua buku siswa ke depan meja guru.</p> <p>Lalu, guru menutup pelajaran dengan salam dan keluar kelas.</p> | | | | |
|---|--|--|--|--|

Appendix 9

Field Note

Observasi ke : III

Latar / tempat : Ruang Kelas

Waktu : 12 April 2018

Peneliti : Zumrotus Sa'adah Albantany

| Deskripsi | Catatan Pinggir | Refleksi | Hipotesis | Kode |
|---|--|--|-----------|------|
| <p>Pada pukul 13.00 wib guru memasuki ruangan kelas.</p> <p>Guru memberikan salam kepada para siswa “assalamu alaikum students”, para siswa pun menjawab “wa alikum salam mam”, guru menyapa siswa “good afternoon”</p> | <p>Guru memasuki ruang kelas.</p> <p>Guru memberikan sapaan terhadap siswa.</p> <p>Memulai pelajaran</p> | <p>Guru datang tepat waktu</p> <p>Guru bersikap ramah terhadap siswa</p> | | |

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|--|---|--|---|-------------------|
| <p>mereka pun menjawab “good afternoon mam”.</p> <p>Guru memberikan text reading dengan tema yang baru sehingga menarik minat belajar siswa.</p> <p>Kemudian, guru menyuruh siswa untuk membaca text reading yang ada di papan tulis.</p> <p>Seluruh siswa antusias dalam membaca text reading.</p> <p>Guru tidak menunjuk siswa untuk</p> | <p>Antusias siswa dalam membaca text reading</p> <p>Pemberian penjelasan terhadap</p> | <p>Guru berhasil menarik minat belajar siswa</p> <p>Guru sangat serius dalam mengajarkan materi reading comprehension.</p> | <p>Berhasil menarik minat belajar siswa</p> | <p>Obs3-BMMBS</p> |
|--|---|--|---|-------------------|

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|---|---|---|---|-----------------------------------|
| <p>membaca text. Namun, guru memberikan kesempatan siswa untuk membaca.</p> <p>Siswa sangat antusias dan berebut untuk membaca teks yang ada di papan tulis.</p> <p>Setelah itu, guru membacakan cara baca yang benar terhadap text tersebut.</p> <p>Guru mengajarkan cara unttuk menemukan main idea pada reading text dengan menggunakan gist</p> | <p>pelajaran</p> <p>Memberikan evaluasi terhadap siswa</p> <p>Kemampuan siswa dalam menjawab soal.</p> <p>Situasi kelas menjadi kondusif.</p> | <p>Guru mencoba mengetahui kemampuan siswa.</p> <p>Guru berhasil dalam meningkatkan kemampuan reading comprehension siswa.</p> <p>Guru berhasil membuat kondisi kelas menjadi kondusif.</p> | <p>Berhasil meningkatkan kemampuan siswa</p> <p>Berhasil membuat kelas kondusif</p> | <p>Obs3-BMKS</p> <p>Obs3-BMCK</p> |
|---|---|---|---|-----------------------------------|

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|--|--------------------------|--|--|--|
| <p>strategy seperti pertemuan sebelumnya.</p> <p>Setelah itu, guru memberikan tes yang terkait dengan text tersebut.</p> <p>Siswa menjawab seluruh tes yang diberikan oleh guru.</p> <p>Siswa menjawab dengan kemampuan yang mereka miliki sendiri.</p> <p>Keadaan kelas menjadi lebih kondusif dari pertemuan</p> | <p>Menutup pelajaran</p> | | | |
|--|--------------------------|--|--|--|

| | | | | |
|--|--|--|--|--|
| <p>sebelumnya.</p> <p>Setelah seluruh siswa selesai, guru menyuruh untuk mengumpulkan semua tes siswa ke depan meja guru.</p> <p>Lalu, guru menutup pelajaran dengan salam dan keluar kelas.</p> | | | | |
|--|--|--|--|--|

Appendix 10

The Result of Interview before First Cycle with Teacher

The researcher : Bagaimana menurut ibu tentang kemampuan bahasa Inggris siswa terutama dalam reading comprehension?

The collaborator : Menurut saya, reading comprehension siswa itu masi rendah. Dapat terlihat dari respon para siswa yang kurang positif ketika saya sedang mengajarkan mereka tentang reading comprehension itu sendiri.

The researcher : Kenapa terjadi hal yang demikian bu?

The collaborator : Sebenarnya banyak dari siswa yang suka membaca teks dalam bahasa inggris dan mereka juga mempunyai motivasi yang besar untuk bisa berbahasa inggris. Namun, banyak dari siswa yang tidak tahu arti dari teks yang mereka baca sehingga pesan yang terdapat dari teks tersebut tidak tersampaikan. Jadi mereka malas untuk melakukannya lagi.

Appendix 11

The result of Interview in the First Cycle with Teacher

- The researcher : Selain pemahaman siswa, apakah ada hal lain yang menunjukkan peningkatan reading comprehension?
- The collaborator : Iya ada, keaktifan siswa terlihat saat proses pembelajaran reading comprehension.
- The researcher : Apakah siswa tertarik untuk mengikuti proses pembelajaran reading comprehension dengan gist strategy ini?
- The collaborator : Sebagian dari siswa tertarik dengan strategi ini
- The researcher : Dalam interaksi antara siswa dan guru, apakah siswa ikut berpartisipasi aktif dalam proses pembelajaran?
- The collaborator : Sebagian siswa ikut andil dalam berpartisipasi aktif dalam proses pembelajaran, namun sebagian lain, masih menyibukkan diri dengan kegiatan mereka sendiri seperti: bercerita dengan teman, dan lain sebagainya.
- The researcher : Apakah guru memperhatikan siswa saat pembelajaran reading comprehension berlangsung?
- The collaborator : Iya, namun guru belum dapat mengontrol seluruh siswa sehingga proses pembelajaran kurang efektif.
- The researcher : Bagaimana hasil belajar para siswa dalam reading comprehension setelah menggunakan gist strategy?
- The collaborator : Sejauh ini, ada sedikit peningkatan nilai siswa, namun belum efektif.

Appendix 12

The result of Interview in the Second Cycle with Teacher

- The researcher : Selain pemahaman siswa, apakah dalam siklus II ini ada hal lain yang menunjukkan peningkatan reading comprehension?
- The collaborator : Iya ada, keaktifan siswa sangat meningkat pada siklus II ini.
- The researcher : Apakah siswa semakin tertarik untuk mengikuti proses pembelajaran reading comprehension dengan gist strategy ini?
- The collaborator : Iya, yang tadinya hanya sebagian siswa yang tertarik dengan strategy ini, pada siklus II ini lebih banyak siswa yang tertarik.
- The researcher : Dalam interaksi antara siswa dan guru, apakah siswa ikut berpartisipasi aktif dalam proses pembelajaran?
- The collaborator : Tentu, hampir seluruh siswa berpartisipasi aktif dalam proses pembelajaran, mereka memperhatikan saat guru menjelaskan materi.
- The researcher : Apakah guru memperhatikan siswa saat pembelajaran reading comprehension berlangsung?
- The collaborator : Pada siklus ini, guru lebih memperhatikan siswa sehingga kondisi kelas terkontrol dengan baik
- The researcher : Bagaimana hasil belajar para siswa dalam reading comprehension setelah menggunakan gist strategy?
- The collaborator : Ada peningkatan yang signifikan, terlihat cara siswa mengerjakan soal dengan kemampuan mereka masing-masing. Antusias mereka juga

sangat tinggi dalam belajar reading comprehension dengan menggunakan strategi gist ini, karena strategi ini juga mempermudah siswa untuk mendapatkan main idea dalam ssebuah teks yang mereka baca.

Appendix 12

The First Interview with Students

The researcher : Apakah kamu bersemangat dalam belajar reading comprehension?

The student I : Bersemangat, karena saya suka membaca.

The students II : Kurang semangat, karena saya kurang tau bagaimana caranya membaca dalam bahasa Inggris.

The student III : Tidak semangat, karena saya kurang bias berbahasa Inggris dalam membaca.

The student IV : Tidak, karena belum terbiasa jadi tidak semangat

The student V : Kadang, karena tidak suka sama pelajarannya.

Appendix 13

The Last Interview with Students

The Researcher : Apakah kamu mudah memhami dalam mencari ide utama dari teks yang kamu baca?

The student I : Ya, karena miss menjelaskan dengan paham.

The student II : Iya, saya sangat memhaminya karena miss sudah menjelaskan satu persatu dengan jelas.

The student III : Mudah, karena sudah dijelaskan miss.

The student IV : Ya, karena miss menjelaskan secara detail.

The student V : Iya, saya mudah memahami ide utama dari text nggak tau kenapa mudah aja gitu.

Appendix 15

Tes Uji Validitas

Name :

Class : VIII

Lesson : English

Time :60 Minutes

Choose the correct answer!

Read the text to answer questions 1-4

Dear Tissa,

Do you still remember about my school program to take part in Go Green Campaign? Well, last Sunday we'd started the program. The big plan is to clean our school neighborhood and to make it green with plants.

Yesterday we began with cleaning the school. We came early and worked together until noon. Everybody from teachers to students took part in it. It was very fun. Because we were doing it together, it didn't feel heavy. Next week, we're going to start planting some trees. I'll write to you again about it.

Your friend,

Ully

41. What is the purpose of the text?
 - a. To give information
 - b. To retell one's a story or experience
 - c. To tell the way to do something
 - d. To describe something or someone
42. What did Ully do last Sunday?
 - i. Planting some trees
 - j. Cleaning her home
 - k. Promoting the Go Green Campaign

1. Cleaning her school neighborhood
43. What did Ullly think about the activity??
 - a. It was boring
 - b. It was fun to do
 - c. It was OK
 - d. It was tiring
44. What does the school's plan to do Go Green?
 - i. By cleaning the school
 - j. By planting some trees
 - k. By cleaning the school and greening the neighborhood
 - l. By asking the teachers and students to participate

Read the text to answer questions 5-7

Rafflesia can be found in the forests of Malaysia, Southern Thailand, Sumatra and Java. But, Rafflesia flowers are fairly hard to locate. It is especially difficult to see them in bloom. Its buds take up to 10 months to develop while its blossom lasts for just a few days.

Rafflesia has brownish, scale like leaves and fleshy, smelling flowers of various sizes, from few inches to meter big in diameter. We usually notice its large fleshy flowers. There is a deep well in the centre of the flowers. The sexual organs are located beneath the rim of the disk. Male and female flowers are separate.

The reddish brown colors of the petals, sprinkled with white freckles produce unpleasant stench, similar to rotting flesh. This would attract flies and insects which help disperse the seeds. Rafflesia is parasite, which means it takes the nutrient out of its host.

45. The text *mainly* describes... of Rafflesia
 - i. The location
 - j. The petals
 - k. The sexual organs
 - l. Physical look
46. It is hard to *find* Rafflesia because of its...
 - a. Location.
 - b. Short Life.
 - c. Large Size.
 - d. Smell.

47. What is the unpleasant smell for?

- a. People repellent
- b. Attracting insects
- c. Attract in ghost
- d. Protection

Read the text and answer questions 8-9

It was Sunday morning December 26th 2004. The day that I would never forget forever. We went to the beach in Meulaboh, Aceh. Many people were there when I arrived.

When we were enjoying the beautiful sunrise, suddenly we were shocked by a violent shake in the ground. Everybody in the beach was panic. We soon realized that it was a very big earthquake although it struck in a very short period of time.

After that, we saw the water going on into the middle of the sea. No wonder if there were many kinds of fish left behind on the sand. We all seemed to be astonished by the view until we realized that there was a huge wave coming towards us and destroying everything in its way. I didn't realize what had happened until I found myself hanging on a branch of a tree.

48. The text mainly discusses ...

- a. The story about terrible a earthquake
- b. The writer's experience with a big earthquake
- c. The steps to avoid danger in your life
- d. The description of a beach in meulaboh

49. What is the main idea of the third paragraph?

- a. The writer saw many fish on the sand.
- b. The view of the beach was very exciting.
- c. The writer liked to see the wave in the sea.
- d. Tsunami occurred and destroyed everything.

Read the following text and answer the question number 40-41

On The Beach

Amir and Bima are SMP Students. They live in Bandung. Bandung and its surroundings are mountainous and hilly areas. They usually go to the beach during the holidays, they can choose one from many beautiful beaches on Java island are Pantai Carita, the beach in Pelabuhan Ratu, Pangandaran, Ancol, Parangtritis, while Sanur, and Kuta are in Bali.

50. What are Amir and Bima?

- i. Teachers
- j. Customers
- k. SMP students
- l. SMA students

51. Amir and Bima live in....

- a. Bandung
- b. Jakarta
- c. Padang
- d. Surabaya

52. Where do they usually go during the holidays?

- a. The sea
- b. The mountain
- c. The beach
- d. The valley

53. These are beaches on Java Island, except...

- a. Pantai Carita
- b. Pangandaran
- c. Kuta
- d. Ancol

Read the following text and answer the question number 14-15

I have new friend named Timmy. I met him when we attended a national jamboree in Cibubur. He is from Ambon. He is kind and friendly. No wonder, he could make many friends during the event, including me.

He is a year younger than me, but we are in the same grade. He has dark brown skin, curly black hair, a pair of brown eyes and a pointed nose. He is the tallest among participants.

We still keep in touch via social media, he often talks about his culture and hometown.

54. What is the text about?

- a. The writer
- b. The tallest scout
- c. The writer's new friend
- d. The writer's experience

55. Paragraph two informs us about Timmy's . . .

- a. Hobbies c. Characters
- b. Activities d. Appearance

Read the text to answer questions 16-18

My Best Friend

My name is Ary. Three years ago when I was in junior high school, I met two people that later became my best friends. The first one was Eric. He was an athlete for our school. He was tall and muscular. The other one was Ricky. He was a very diligent student. He liked to read the encyclopedia and he ranked first in my class.

I liked them both because they were very friendly to other people. Even though Eric and Ricky were very famous in our school, they were not arrogant. They met friends with anybody including me.

56. When did Ary meet his best friend?

- a. Yesterday
- b. Last week
- c. Two years ago
- d. Three years ago

57. Who were Ary's best friends?

- i. Andi and Eric
- j. Eric and Putra

k. Ricky and Eric

l. Sigit and Ricky

58. Why did Ary like Eric and Ricky?

a. Because were famous

b. Because were smart

c. Because were arrogant

d. Because were very friendly to other people

Read the text to answer the questions 19-22

Young Stars

The finalists of Akademi Fantasi Indosiar 1 (AFI) are wonderful young people. Mawar who was born on 26 February 1985 is a cute girl. She has straight, short hair. Her bright skin, chubby cheeks, and lovely smile make her look very marvellous. She is not very tall. However, her weight which is 40kg matches her body well and makes her look cute.

Unlike Mawar, Ve looks tall. She is 1,69 meters tall. She looks quite slim. She weights 45kg. Compared to Mawar, Ve looks darker. The 22 year old girl has black, straight hair.

Another finalist is Ismail who is better known as smile. The young man who was born on 16 September 1983 looks much bigger and taller than his two female friends. He is tall and muscular. His complexion is fair and his hair is short and straight.

59. “Her bright skin, chubby cheeks and lovely smile” (paragraph 2)

The underlined word can mean...

a. White

c. Brown

b. Black

d. Brownish

60. What do you think about Mawar ...

i. She is taller than Ve

j. She is heavier than Ve

k. She is younger than Smile

l. Her skin is darker than

61. The text is about ...

i. Mawar AFI

j. Ve AFI

k. Ismail AFI

l. The finalists of AFI

62. What does Ve looks like?

- a. Fat
- b. Slim
- c. Semi medium weight
- d. Thin

Read the text to answer questions 23-27

Seasons

It is in the middle of summer, the air is very hot and dry. The temperature is about 34 degrees Celsius. I am sitting by the window of my living room, looking at the streets and drinking some ice lemon tea. Sometimes I wonder why the weather in my hometown is always bad in each season. Last winter, a big snow storm paralysed this city and lasted almost a month. But things are not easy in the spring. The snow melted into mud and it covered the city. The previous summer was worse, lots of people dehydrated because of the heat. Hopefully, next fall will not be as bad as the last one. Last fall the wind and the rain were pretty bad.

63. What season is it?

- e. Spring c. Winter
- f. Summer d. Fall

64. What is the weather like ?

- a. It's humid c. It's hot
- b. It's wet d. It's windy

65. The weather is ...in every season

- a. Always good
- b. Seldom good
- c. Never bad
- d. Never good

66. What struck the city last winter was?

- i. A snow storm
- j. A tropical hurricane
- k. A snow fall
- l. A snow flake

67. What is the effect of the terrible heat wave?

- a. Starvation c. Diseases

- b. Dehydration
- d. Famine

Read the text to answer questions 28-30

Botanical Garden

I went to a botanical garden. It was large, landscaped parks where plants were grown for scientific purposes and for public display. People could stroll down flowers bordered paths or sat on benches and admired the beautiful plants. Most of the plants were labelled with their popular as well as their scientific names.

In greenhouse, long, low buildings made of glass and artificially heated; the more delicate plants were cultivated.

One of the greatest botanical gardens in the world today is the Royal Botanic Garden at Kew, England. It is commonly known as Kew Gardens. One of the largest botanical gardens in the United States is the New York Botanical Gardens, Bronx, New York, which contains 13.000 species varieties of plants.

68. What are botanical gardens? They are large, landscaped parks where ...

- a. Trees
- b. Shrubs
- c. Plants
- d. Vegetables

69. Where the Royal Botanical Garden at Kew?

- i. In Europe
- j. In England
- k. In West Europe
- l. In East Europe

70. What are botanical gardens used for? All the answers are correct, except...

- i. For camping
- j. For scientific researches
- k. For scientific purpose
- l. For public display

Read the text to answer questions 31-34

If you are a sports fan, you are sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits.

His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities.

All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

71. The best title for the text is...
- a. A warm, caring person.
 - b. Michael Jordan.
 - c. A sports fan.
 - d. A famous star.
72. Why is he famous?
- a. He is handsome.
 - b. He gives charity.
 - c. Sports fans know him.
 - d. The author admires him.
73. What is the main idea of the third paragraph?
- i. Michael Jordan is handsome.
 - j. Everyone dreams to be Michael Jordan.
 - k. His playing ability is great.
 - l. Michael Jordan has great personality
74. The text *indicates* that the writer is...
- a. Michael Jordan's son.
 - b. Michael Jordan's fan.
 - c. Michael Jordan's coach.

- d. Michael Jordan himself.

Read the following text to answer questions number 35-37

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

75. From the text we know that

- a. Only one rooster can rule the roost
- b. The roosters are fighting to flap their wings
- c. The eagle had watched them all day
- d. The farm needs a new king

76. . What is the main idea of paragraph 3?

- a. An eagle watching the rooster from a distance
- b. The loosing rooster came out from its hiding place
- c. The eagle took the winning rooster as its prey
- d. The winning rooster celebrates its winning proudly

77. What can we learn from the story?

- a. There's always a bigger enemy in this life
- b. Your friend can be your enemy
- c. Always grab an opportunity before you
- d. Don't be cocky when we have achieved our goal

Read the text and answer questions 38-41

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag

78. Where does the writer usually put her small items?
- a. In her pockets.
 - b. In her laptop backpack.
 - c. In her pocket size wallet.
 - d. In the pockets of her leather bag.
79. What makes the small items of the writer not falling down in the bag?
- a. The satisfying bag
 - b. Her laptop backpack
 - c. A pocket-sized wallet
 - d. The pockets inside the bag
80. What is the main idea of the last paragraph?
- a. The writer has a new bag.
 - b. The bag is very functional.
 - c. The bag has many pockets.
 - d. The writer is satisfied with the bag
81. What is the purpose of the text?
- a. To retell the past event
 - b. To entertain the readers
 - c. To describe the writer's new bag
 - d. To give instruction how to buy a bag

Read the following text and answer the question number 42-45

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

82. According to the passage, we know that Peter is

- i. The writer's youngest brother
- j. The writer's elder brother
- k. A naughty boy
- l. A friendly boy

43. It is implied in the passage that

- a. Peter is naughty.
- b. Peter is lazy.
- c. Peter is unfriendly.
- d. Peter is diligent.

44. From the text, we may conclude that....

- a. Many people do not like Peter.
- b. Peter is older than the writer.
- c. Peter is a welcoming person.
- d. Peter is not diligent at all.

45. What is the text mostly about?

- a. Peter
- b. Peter's hobby
- c. Peter's family
- d. Peter's elder brother

Read the text to answer questions 46-49

Last autumn I was in India during Diwali, the "Festival of Lights" which takes place every year to celebrate the victory of good over evil. This festival lasts for five days and is held at the end of October or in the first week of November.

Preparations began weeks before the event. People cleaned their homes and painted wonderful designs called rangolis on the walls and floors. They bought

beautiful new clothes and jewelry to wear during the festival. Women made delicious sweets which were better than any others I have ever tasted.

During the five days of Diwali, every home and temple was decorated, inside and outside, with lovely clay lamps and colorful candles. After dark, the whole neighborhood glittered with thousands of tiny lights, as though in a fairy tale. Excited children set off firecrackers, and at first I was frightened by the loud bangs, but the spectacular display was so fascinating that I soon joined in the spirit of celebration.

Diwali is a deeply moving festival. I am very grateful I had the chance to share in this celebration of peace and harmony. I have fond memories of the experience, and in particular I will never forget how friendly and generous people were.

46. What is Diwali?

- a. Celebration
- b. Wonderful designs
- c. Festival of Lights
- d. Home and temple in India

47. The main idea of paragraph 3 is...

- a. The preparations for Diwali was very long.
- b. Diwali was celebrated everywhere.
- c. The writer was very happy with Diwali.
- d. During Diwali, houses were decorated with lamps and candles.

48. When is Diwali held?

- a. In Autumn
- b. Every year
- c. First week of November
- d. End of October

49. From the text we know that ...

- a. Diwali was a fairy tale.
- b. The writer were afraid of the festival.
- c. All ages joined the celebration.
- d. Diwali was an ordinary festival.

Read the text to answer questions 50

KUTA
PARADISOHOTEL
BAU

A free-from swimming pool offers a relaxing range of options; a tropical oasis which includes a lap pool and terrace bar. Sun loungers and pavilion areas create ample space for leisure and a regular program of water sports and activities is held daily.

A full-equipped gymnasium, health club and massage centre is available for guest use, with experienced health and fitness professionals to provide expert assistance. At poolside, the Laguna Pool Terrace serves drinks and light meals throughout the day

50. What is the text about?

- a. The benefits of a hotel in Bali.
- b. A description of a hotel in Bali.
- c. An information of a hotel in Bali.
- d. An advertisement of a hotel in Bali.

Appendix 16

Answer Key Tes Uji Validitas

| | | |
|-------|-------|-------|
| 1. B | 11. A | 21. C |
| 2. D | 12. C | 22. B |
| 3. B | 13. C | 23. B |
| 4. C | 14. C | 24. D |
| 5. D | 15. D | 25. C |
| 6. B | 16. B | 26. A |
| 7. B | 17. D | 27. C |
| 8. B | 18. B | 28. C |
| 9. D | 19. B | 29. C |
| 10. C | 20. D | 30. D |
| 31. B | 41. C | |
| 32. C | 42. A | |
| 33. D | 43. D | |
| 34. B | 44. C | |
| 35. C | 45. A | |
| 36. B | 46. C | |
| 37. D | 47. D | |
| 38. D | 48. D | |
| 39. D | 49. C | |
| 40. B | 50. D | |

Appendix 19

The Result of Pre Test

| Name Siswa | Number of Question | | | | | | | | | | | | | | | | | | | | Jumlah | Value |
|----------------------|--------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|--------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
| 1. Arif Ardiansyah | • | • | • | – | – | – | – | • | – | – | – | – | • | – | – | – | – | • | • | • | 8 | 40 |
| 2. Azfari Abdillah | • | – | – | • | – | • | – | • | – | – | – | – | • | – | • | – | • | – | • | • | 9 | 45 |
| 3. Bagus Wahyu | • | • | • | – | • | – | – | – | • | • | – | – | • | • | • | – | – | • | • | • | 12 | 60 |
| 4. Choiri Alwi | – | • | • | • | – | • | – | • | • | • | – | – | – | • | • | – | – | – | • | – | 10 | 50 |
| 5. Danis Fadzillah | • | • | • | – | – | – | • | – | – | • | – | – | • | – | – | • | • | • | – | – | 9 | 45 |
| 6. Dermawan Jihad | – | – | – | – | – | – | • | – | – | • | – | – | – | – | • | • | – | • | – | – | 5 | 25 |
| 7. Fahri Rizki | – | • | – | – | • | – | • | • | – | – | • | – | • | • | – | • | • | – | • | • | 11 | 55 |
| 8. Hasandri Hrp | • | – | – | – | • | – | • | – | – | – | – | – | – | – | – | – | • | • | – | • | 6 | 30 |
| 9. Hikmal Fikry | – | – | • | – | – | • | – | • | • | – | – | – | • | • | – | – | – | • | • | – | 8 | 40 |
| 10. Lutfi Dimas | • | • | – | • | • | – | – | – | • | • | – | • | • | – | – | • | – | – | – | – | 9 | 45 |
| 11. M. Alfi Shahri | – | – | • | – | • | • | – | • | – | – | • | – | • | • | – | • | • | – | • | • | 11 | 55 |
| 12. M. Herdiansyah | • | – | • | • | – | – | • | – | • | – | • | • | • | – | • | • | • | – | • | • | 13 | 65 |
| 13. M. Hilmi | – | • | • | • | – | • | • | – | • | • | • | – | – | • | – | – | • | • | – | – | 11 | 55 |
| 14. M. Rizki | • | • | • | • | – | • | • | – | • | • | – | • | • | – | • | – | • | • | – | • | 14 | 70 |
| 15. M. Aidil Hafiz | • | – | – | • | • | – | • | – | – | • | – | – | – | – | – | – | – | • | – | – | 6 | 30 |
| 16. M. Rifky Nst | • | – | • | – | • | – | – | • | • | – | – | • | – | – | • | • | • | – | – | • | 10 | 50 |
| 17. Muhammad | – | • | • | – | – | • | – | • | • | – | • | – | – | – | – | – | • | – | • | – | 8 | 40 |
| 18. Nabel Daffa | • | • | – | • | • | – | – | – | • | • | – | – | • | • | – | – | – | – | – | – | 7 | 35 |
| 19. Prayoga | • | • | – | • | • | • | • | • | – | • | • | – | • | • | • | • | • | – | • | • | 16 | 80 |
| 20. Rana Alif | – | – | – | – | • | • | • | – | • | – | • | • | – | – | – | – | • | • | – | • | 9 | 45 |
| 21. Rangga Permana | • | • | – | • | – | • | • | • | – | • | • | – | • | • | • | • | – | – | – | – | 12 | 60 |
| 22. Rico Satria | • | • | • | • | • | • | – | • | – | – | • | • | • | – | • | • | • | – | • | • | 15 | 75 |
| 23. Rizqi Dermawan | • | – | • | – | • | • | – | • | • | • | – | • | – | • | • | – | • | • | – | – | 12 | 60 |
| 24. Taufik Hidayat | – | – | • | • | • | – | • | – | • | • | – | – | • | • | – | • | – | • | – | • | 11 | 55 |
| 25. Taufik Rahman | • | • | – | – | – | – | • | • | – | – | • | • | – | – | – | – | – | • | • | – | 8 | 40 |
| 26. Yoga Setiawan | • | – | • | – | • | – | – | • | • | – | • | – | – | – | • | • | • | – | • | – | 10 | 50 |
| 27. Ananda Adilla | • | • | • | • | • | • | • | – | • | • | – | • | • | • | – | • | • | • | – | • | 16 | 80 |
| 28. Annisa Aulia | • | – | – | – | – | – | • | – | – | – | – | – | • | – | • | – | • | • | – | • | 7 | 35 |
| 29. Dinda Fitria | – | – | • | • | – | • | – | – | • | • | – | • | • | • | – | – | – | – | – | • | 9 | 45 |
| 30. Fildzah Putri | • | • | • | – | • | • | • | – | • | • | • | – | • | • | – | • | – | • | • | – | 14 | 70 |
| 31. Juliani | – | • | – | • | • | – | • | • | • | – | – | – | – | • | • | – | • | – | – | – | 9 | 45 |
| 32. Khalisatun Husna | • | – | • | • | – | • | • | • | – | – | • | • | – | – | • | – | – | – | • | – | 10 | 50 |
| 33. Khiyar | • | • | – | – | • | • | – | • | – | – | • | • | – | • | – | – | • | • | – | • | 11 | 55 |
| 34. Luftiyah Hayati | – | – | • | • | – | – | • | – | • | • | • | – | • | – | • | • | • | – | – | – | 10 | 50 |
| 35. Nadillah Putri | – | – | – | – | • | • | • | – | • | • | – | • | – | – | • | • | – | • | • | – | 10 | 50 |

[illegible][illegible]

| Name Siswa | Number of Question | | | | | | | | | | | | | | | | | | | | Jumlah | Value |
|----------------------|--------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|--------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
| 1. Arif Ardiansyah | • | • | • | – | – | • | – | • | • | – | • | – | • | – | • | • | – | • | • | • | 13 | 65 |
| 2. Azfari Abdillah | • | – | • | • | • | • | • | • | – | • | – | • | • | • | • | • | • | – | • | • | 16 | 80 |
| 3. Bagus Wahyu | • | • | • | • | • | • | • | – | • | • | • | • | – | • | • | • | – | • | • | – | 16 | 80 |
| 4. Choiri Alwi | – | • | • | • | – | • | – | • | • | • | – | • | – | • | • | – | • | – | • | • | 13 | 65 |
| 5. Danis Fadzillah | • | • | • | • | • | – | • | • | – | • | • | – | • | – | – | • | • | • | – | • | 14 | 70 |
| 6. Dermawan Jihad | • | • | – | – | • | • | • | • | • | • | – | • | • | • | • | • | – | • | – | • | 15 | 75 |
| 7. Fahri Rizki | • | • | • | • | • | • | • | • | – | • | • | – | • | • | – | • | • | – | • | • | 16 | 80 |
| 8. Hasandri Hrp | • | – | – | – | • | – | • | • | – | • | • | • | – | • | – | – | • | • | – | • | 11 | 55 |
| 9. Hikmal Fikry | – | – | • | – | – | • | • | • | • | – | • | • | • | • | – | • | – | • | • | – | 12 | 60 |
| 10. Lutfi Dimas | • | • | – | • | • | – | – | • | • | • | – | • | • | – | • | • | – | • | – | – | 12 | 60 |
| 11. M. Alfi Shahri | – | • | • | – | • | • | • | • | – | – | • | – | • | • | – | • | • | – | • | • | 13 | 65 |
| 12. M. Herdiansyah | • | – | • | • | – | • | • | – | • | – | • | • | • | • | • | • | • | • | • | • | 16 | 80 |
| 13. M. Hilmi | – | • | • | • | • | • | • | • | • | • | • | • | • | • | • | – | • | • | – | • | 17 | 85 |
| 14. M. Rizki | • | • | • | • | – | • | • | – | • | • | – | • | • | – | • | – | • | • | – | • | 14 | 70 |
| 15. M. Aidil Hafiz | • | – | – | • | • | – | • | – | – | • | • | – | • | • | – | • | – | • | – | – | 10 | 50 |
| 16. M. Rifky Nst | • | – | • | – | • | • | – | • | • | – | • | • | – | • | • | • | • | • | • | • | 15 | 75 |
| 17. Muhammad | – | • | • | • | • | • | – | • | • | – | • | • | – | • | – | • | • | – | • | – | 13 | 65 |
| 18. Nabel Daffa | • | • | – | • | • | • | • | – | • | • | • | • | • | • | • | – | – | • | – | – | 14 | 70 |
| 19. Prayoga | • | • | – | • | • | • | • | • | – | • | • | – | • | • | • | • | • | • | • | • | 17 | 85 |
| 20. Rana Alif | – | • | • | • | – | • | • | – | • | • | – | • | – | • | • | – | • | • | • | • | 14 | 70 |
| 21. Rangga Permana | • | • | – | • | • | • | • | • | – | • | • | – | • | • | • | • | • | – | • | • | 16 | 80 |
| 22. Rico Satria | • | • | • | • | • | • | – | • | • | – | • | • | • | – | • | • | • | • | • | • | 17 | 85 |
| 23. Rizqi Dermawan | • | • | • | – | • | • | • | • | • | • | • | • | – | • | • | – | • | • | – | – | 15 | 75 |
| 24. Taufik Hidayat | – | – | • | • | • | – | • | • | • | • | • | • | • | • | – | • | – | • | – | • | 14 | 70 |
| 25. Taufik Rahman | • | • | – | • | – | – | • | • | – | – | • | • | • | – | – | • | – | • | • | • | 12 | 60 |
| 26. Yoga Setiawan | • | – | • | – | • | • | – | • | • | – | • | • | • | – | • | • | • | – | • | – | 13 | 65 |
| 27. Ananda Adilla | • | • | • | • | • | • | • | – | • | • | – | • | • | • | • | • | • | • | – | • | 17 | 85 |
| 28. Annisa Aulia | • | • | – | – | – | – | • | • | – | • | – | – | • | • | • | – | • | • | – | • | 11 | 55 |
| 29. Dinda Fitria | – | – | • | • | – | • | – | – | • | • | • | • | • | • | • | • | – | – | • | • | 13 | 65 |
| 30. Fildzah Putri | • | • | • | – | • | • | • | • | • | • | • | • | • | • | – | • | • | • | • | – | 17 | 85 |
| 31. Juliani | – | • | – | • | • | • | • | • | • | • | – | • | – | • | • | – | • | • | – | • | 14 | 70 |
| 32. Khalisatun Husna | • | • | • | • | • | • | • | • | • | – | • | • | • | – | • | • | – | – | • | • | 16 | 80 |
| 33. Khiyar | • | • | – | – | • | • | – | • | – | • | • | • | • | • | – | • | • | • | – | • | 14 | 70 |
| 34. Luftiyah Hayati | • | – | • | • | – | – | • | – | • | • | • | – | • | – | • | • | • | – | • | – | 13 | 65 |
| 35. Nadillah Putri | – | – | – | – | • | • | • | – | • | • | • | • | – | • | • | • | • | • | • | • | 14 | 70 |

[illegible][illegible][illegible]

Appendix 22**The Statistic Analysis of the Students' Score Post Test in First and
Second Cycle**

| Number | Post Test 1 | Post Test 2 | D | D² |
|---------------|------------------------|------------------------|----------|----------------------|
| 1 | 65 | 85 | 20 | 400 |
| 2 | 80 | 85 | 5 | 25 |
| 3 | 80 | 90 | 10 | 100 |
| 4 | 65 | 85 | 20 | 400 |
| 5 | 70 | 90 | 20 | 400 |
| 6 | 75 | 85 | 10 | 100 |
| 7 | 80 | 95 | 15 | 225 |
| 8 | 55 | 85 | 30 | 900 |
| 9 | 60 | 90 | 30 | 900 |
| 10 | 60 | 85 | 25 | 625 |
| 11 | 65 | 85 | 20 | 400 |
| 12 | 80 | 90 | 10 | 100 |
| 13 | 85 | 90 | 5 | 25 |
| 14 | 70 | 85 | 15 | 225 |
| 15 | 50 | 80 | 30 | 900 |
| 16 | 75 | 85 | 10 | 100 |

| | | | | |
|----|----|----|----|-----|
| 17 | 65 | 80 | 15 | 225 |
| 18 | 70 | 85 | 15 | 225 |
| 19 | 85 | 95 | 10 | 100 |
| 20 | 70 | 80 | 10 | 100 |
| 21 | 80 | 90 | 10 | 100 |
| 22 | 85 | 95 | 10 | 100 |
| 23 | 75 | 85 | 10 | 100 |
| 24 | 70 | 85 | 15 | 225 |
| 25 | 60 | 80 | 20 | 400 |
| 26 | 65 | 85 | 20 | 400 |
| 27 | 85 | 95 | 10 | 100 |
| 28 | 55 | 80 | 25 | 625 |
| 29 | 65 | 85 | 20 | 400 |
| 30 | 85 | 90 | 5 | 25 |
| 31 | 70 | 85 | 15 | 225 |
| 32 | 80 | 80 | 0 | 0 |
| 33 | 70 | 85 | 15 | 225 |
| 34 | 65 | 85 | 20 | 400 |
| 35 | 70 | 90 | 20 | 400 |
| 36 | 80 | 95 | 15 | 225 |
| 37 | 60 | 80 | 20 | 400 |

| | | | | |
|--------------|----|----|--------------------------|-----------------------------|
| 38 | 65 | 90 | 25 | 625 |
| 39 | 70 | 80 | 10 | 100 |
| 40 | 80 | 85 | 5 | 25 |
| 41 | 60 | 85 | 20 | 400 |
| 42 | 90 | 95 | 5 | 25 |
| 43 | 85 | 95 | 10 | 100 |
| TOTAL | | | ΣD= 650 | ΣD²= 12100 |

From the last computation have been found that:

$$\bar{D} = \frac{650}{43} = 15,12$$

As follow :

$$T = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

$$T = \frac{15,12}{\frac{\sqrt{\sum 12100 - \frac{(\sum 650)^2}{43}}}{43(43-1)}}$$

$$T = \frac{15,12}{\frac{\sqrt{\sum 12100 - \frac{(\sum 422500)}{43}}}{1806}}$$

$$T = \frac{15,12}{\frac{\sqrt{\sum 12100 - 9826,5814}}{1806}}$$

$$T = \frac{15,12}{\sqrt{1,25881}}$$

$$T = \frac{15,12}{1,122} = 13,48$$

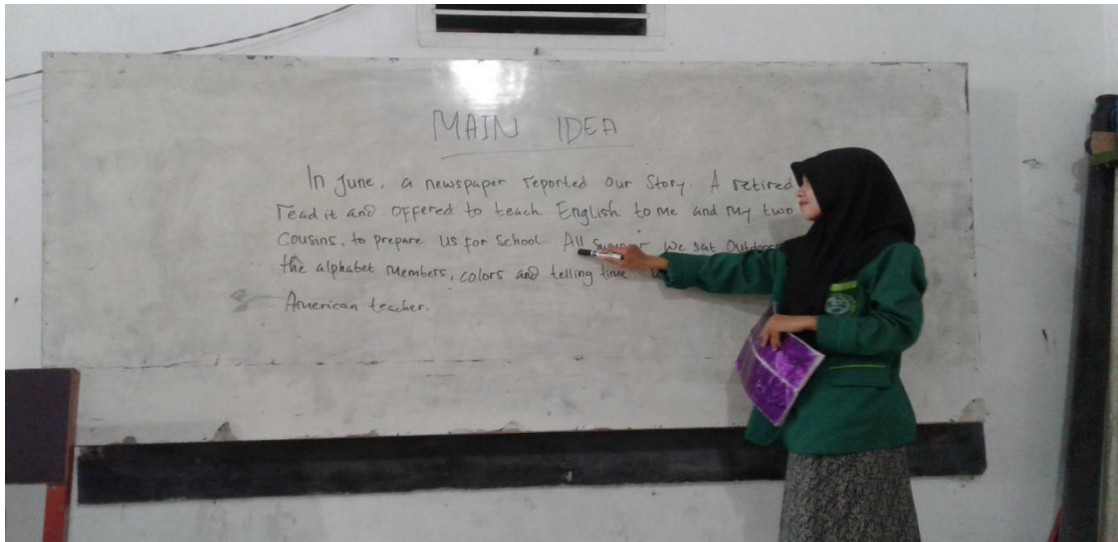
Form the computation above, it could be seen that the coefficient of t – observation = 13,48

Appendix 23

Nilai-Nilai Signifikansi

| N | Taraf Signifikan | | N | Taraf Signifikan | | N | Taraf Signifikan | |
|----|------------------|-----------|--------|------------------|-----------|-----|------------------|-----------|
| | 5 % | 1 % | | 5 % | 1 % | | 5 % | 1 % |
| 3 | 0,9 97 | 0,9 99 | 2 7 | 0,3 81 | 0,4 87 | 55 | 0,2 66 | 0,3 45 |
| 4 | 0,9 50 | 0,9 90 | 2 8 | 0,3 74 | 0,4 78 | 60 | 0,2 54 | 0,3 30 |
| 5 | 0,8 78 | 0,9 59 | 2 9 | 0,3 67 | 0,4 70 | 65 | 0,2 44 | 0,3 17 |
| 6 | 0,8 11 | 0,9 17 | 3 0 | 0,3 61 | 0,4 63 | 70 | 0,2 35 | 0,3 06 |
| 7 | 0,7 54 | 0,8 74 | 3 1 | 0,3 55 | 0,4 56 | 75 | 0,2 27 | 0,2 96 |
| 8 | 0,7 07 | 0,8 34 | 3 2 | 0,3 49 | 0,4 49 | 80 | 0,2 20 | 0,2 86 |
| 9 | 0,6 66 | 0,7 89 | 3 3 | 0,3 44 | 0,4 42 | 85 | 0,2 13 | 0,2 78 |
| 10 | 0,6 32 | 0,7 65 | 3 4 | 0,3 39 | 0,4 36 | 90 | 0,2 07 | 0,2 70 |
| 11 | 0,6 02 | 0,7 35 | 3 5 | 0,3 34 | 0,4 30 | 95 | 0,2 02 | 0,2 63 |
| 12 | 0,5 76 | 0,7 08 | 3 6 | 0,3 29 | 0,4 24 | 100 | 0,1 95 | 0,2 56 |
| 13 | 0,5 53 | 0,6 84 | 3 7 | 0,3 25 | 0,4 18 | 125 | 0,1 76 | 0,2 30 |
| 14 | 0,5 32 | 0,6 61 | 3 8 | 0,3 20 | 0,4 13 | 150 | 0,1 59 | 0,2 10 |
| 15 | 0,5 14 | 0,6 41 | 3 9 | 0,3 16 | 0,4 08 | 175 | 0,1 48 | 0,1 94 |
| 16 | 0,4 97 | 0,6 23 | 4 0 | 0,3 12 | 0,4 03 | 200 | 0,1 38 | 0,1 81 |
| 17 | 0,4 82 | 0,6 06 | 4 1 | 0,3 08 | 0,3 98 | 300 | 0,1 13 | 0,1 48 |
| 18 | 0,4 68 | 0,5 90 | 4 2 | 0,3 04 | 0,3 93 | 400 | 0,0 98 | 0,1 28 |
| 19 | 0,4 56 | 0,5 75 | 4 3 | 0,3 01 | 0,3 89 | 500 | 0,0 88 | 0,1 15 |
| 20 | 0,4 44 | 0,5 61 | 4 4 | 0,2 97 | 0,3 84 | 600 | 0,0 80 | 0,1 05 |
| 21 | 0,4 33 | 0,5 49 | 4 5 | 0,2 94 | 0,3 80 | 700 | 0,0 74 | 0,0 97 |
| 22 | 0,4 23 | 0,5 37 | 4 6 | 0,2 91 | 0,3 76 | 800 | 0,0 70 | 0,0 91 |

| | | | | | | | | |
|--------|-----------|-----------|--------|-----------|-----------|----------|-----------|-----------|
| 2 3 | 0,4 13 | 0,5 26 | 4 7 | 0,2 88 | 0,3 72 | 90 0 | 0,0 65 | 0,0 86 |
| 2 4 | 0,4 04 | 0,5 15 | 4 8 | 0,2 84 | 0,3 68 | 10 00 | 0,0 62 | 0,0 81 |
| 2 5 | 0,3 96 | 0,5 05 | 4 9 | 0,2 81 | 0,3 64 | | | |
| 2 6 | 0,3 88 | 0,4 96 | 5 0 | 0,2 79 | 0,3 61 | | | |



The researcher as explaining about find out the main idea in the text



The students was doing the test



The interaction between the researcher and students